

CHILD-WELFARE MAGAZINE

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No. 8

President's Desk

There is no subject of more vital moment to parents than to be assured that everything has been done to make the schools the children attend fire-proof. The Parent-Teacher Associations of this country may well make a careful study of the schools, and create sentiment which will equip the schools with every possible safeguard against fire. It takes precedence of playgrounds, victrolas, pianos or pictures for the schools. Work for child-welfare if it means anything means prevention all along the line—beginning with prevention of infant mortality, prevention of causes of disease, prevention of physical or moral dangers to children.

Parent-Teacher
Associations May
Safeguard Schools
from Fire

CHILD-WELFARE MAGAZINE urges a campaign for safety from fire in every school, and asks the assistance of every parent and every school organization in such education of public opinion that proper safeguards will be demanded.

Schools no less than industrial establishments should take no risks where the lives of little children are concerned.

Read the article on "Safety from Fire" at the next meeting of your association. Bring it to the attention of the Board of Education. Promise all possible coöperation in making the schools in your vicinity safe places for the children.

CHILD-WELFARE MAGAZINE will publish reports of what you may do in promotion of this important movement. Massachusetts has taken up the matter in earnest.

Arrange a public meeting as representative as possible, and set the wheels in motion which will protect the children from menace of fire.

After a steady and sure race Oklahoma has caught up with, and passed California in sending in subscriptions, and stands first this month. California second with Maryland only one subscription behind it. Followed by a close race between Kansas, Illinois and Missouri for fourth place.

Banner States for
March

Years ago in Redington, Pa., a large iron foundry kept many families in comfort and happiness in the beautiful hilly country of rural Pennsylvania, and a thriving village grew up about this great industry.

The William T.
Carter Junior Re-
public a Living
Memorial

With the death of the owner, Mr. Wm. T. Carter, the busy work shops were closed, and a large plant which had given employment and comfort to many families, ended that phase of use and service, only to enter upon another of even greater value to the community.

His devoted wife, Mrs. William T. Carter, devised a memorial to her husband on the spot where his life's work had been done.

It was not to be in the form of a lofty monument of stone, which for a century perhaps might keep in memory the good man who had been called home. Mrs. Carter's plan was to take the children whom the world counted as criminal and hopeless, and give them loving care and guidance at the most critical period of their lives. Those whom others did not want were to be welcome here.

It was not her purpose or plan to take a large number, because it would be impossible to give the personal care and interest, which is necessary for such children, if the number was large. Thirty was the limit set.

The system of the George Junior Republic was the plan by which Mrs. Carter hoped to influence these wayward children to better life.

The large mansion house became a real home for these children, and the large farms and orchards gave ample room for outdoor life and work.

A young theological student preparing for the ministry became so interested in the plan for helping children that he gave up his expected career as a clergyman and cast in his lot as guide and leader in the new republic.

Mr. James S. Heberling was this young man who took the plan of superintendent when the republic opened, and who has held it continuously with success and deepening interest. There are no trustees, no board of managers.

The William T. Carter Junior Republic is under the direct control of its founder and benefactress, Mrs. William T. Carter, who, with the superintendent, has worked out all the plans for the care of these children.

That work began twenty years ago. Children who were considered prodigies of crime have grown up to be useful God-fearing citizens under the personal influence and care given in this beautiful home.

Self-government is, as every one knows, the underlying principle of a junior republic.

It gives strength and self-control, and under the inspiration given of true high ideals of life, these children from day to day turned the currents of their lives which had been running swiftly downward into channels of usefulness and service.

There was no magic change. There was no sudden improvement. There were many discouragements and many back slidings, because with years of neglect behind them it took patience and time to effect a change.

The stories of the lives of the children who have received this inestimable service as a gift would fill many books, and would give an insight into the causes of juvenile delinquency.

It is safe to say that had it not been their good fortune to have met this loving wise care, most of them would today be inmates of prisons and penitentiaries.

Mrs. Carter has contributed \$150,000 in her beneficent purpose. No state aid has ever been asked. Three hundred citizens have been redeemed to God and the commonwealth by the William T. Carter Junior Republic.

A living memorial to a good man is embodied in the lives of 300 men and women who with their children and children's children will revere those who rescued them from a fate worse than death, who molded iron into character and made the driving power of their lives true and straight and honorable.

All this has been done in the life time of Mrs. William T. Carter, and is but one of the many great gifts to childhood which she has made.

Associated from the beginning of the mothers' congress with its founders, she has been from the organization one of the vice-presidents, and most faithful promoters. The lambs that went astray were the Master's special care, and these are the lambs who have been guided into the fold by the love and faith in childhood's possibilities of Mrs. Carter.

Would that there might be thousands of such real homes for the lambs wandering in the wilderness without a guide.

Preceding the Twentieth Child-Welfare Conference in Nashville the southern tour is thus described by the publicity department of the Department of the Interior, Bureau of Education:

"A MOTHERS' CRUSADE FOR 1916.

"Eight Southern States will be covered in the 'Mothers' Crusade,' a joint tour to be made in March and April by representatives of the Bureau of Education of the Department of the Interior and the National Congress of Mothers in the interest of home education and closer coöperation of home and school. This is the second 'crusade' of this type, last year's tour having covered the far western and Pacific Coast States.

"Meetings have been arranged in Virginia, North Carolina, South Carolina, Georgia, Florida, Alabama, Mississippi and the tour will end at Nashville, Tenn., where the annual meeting of the National Congress of Mothers and Parent-Teacher Associations is to be held.

"Among the speakers at these meetings will be: Mrs. Frederic Schoff, Philadelphia, Pa., President National Congress of Mothers and Parent-Teacher Associations and Director of the Home Education Division of the United States Bureau of Education; Mrs. Milton P. Higgins, Worcester, Mass., Vice-President National Congress of Mothers and well known for her association with Mr. Higgins in his work of establishing trade schools in Massachusetts and in connection with the development of Worcester Polytechnic Institute; Mrs. Wm. F. Thacher, Washington, D. C., officer of the National Congress of Mothers and well known for her work in the Woman's Christian Temperance Union; Mrs. David O. Mears, Albany, New York, Vice-President National Congress of Mothers; Miss Lucy Wheelock, Boston, Mass., founder and principal Kindergarten Training School, Vice-President Department of Superintendence of the N. E. A., chairman of committee on coöperation between National Congress of Mothers and International Kindergarten Union; Mrs. Joseph P. Mumford, Philadelphia, Pa., Honorary Vice-President National Congress of Mothers and recently elected Vice-President National Council of Women; Miss Bessie Locke, New York City, Secretary National Kindergarten Association, chairman kindergarten committee, National Congress of Mothers and one of the chiefs in Kindergarten Division of the U. S. Bureau of Education.

"In discussing this and similar movements for stimulating interest in education in the home, Commissioner of Education Claxton declares:

"People have sometimes thought that the education of children depends principally upon the school. We forget that the school is only a supplementary agency, one which has come into existence in very recent years. It takes the place only of that which the home finds in its complex life it can not perform. The home is always the central educational agency, the one that deals with the little child first, that deals with him most, that has him after he has left school.

"There are 7,760 hours in a year. There are 184,000 and more hours between birth and twenty-one. Out of these the children of the United States on an average attend school 5,000 hours. Of waking hours there are 109,000, so that the children are out of school 104,000 hours. The care of the child in the home, its food, its clothing, the regime of the home, the way the mother deals with it, the way she teaches it to respond to the fundamental experiences during the first years of its life have more to do with making the child's life than all that the school can ever do for it.

"The wisest teachers have understood this and every great educational reform of modern times has been around that principle, trying to get back to a proper correlation of the home and the school and of the school with the home, so that these fundamental experiences of the child during these first years of its life, when it comes in contact with the earth about it, and begins to know something of the heavens above it, the going and the coming of the seasons, day and night, darkness and light, cold and heat, rain and sunshine, and the sun and the stars and the growing plant life, and national life and the fundamental social relations—those simple ones in the home, and all of these things that make up the raw material that the school teacher who is wise will use and that every teacher, wise or not, must use, if anything comes of final value out of the exercises and the hours spent in the school.

"Most of the children in this country today leave school at the age of fourteen, before the time of real education has begun, before it can begin to form those ideals of life, before it can learn those fundamental principles, great universal truths, that must be the guide of the men in a self-governing country like this, in a political, industrial, social, religious democracy, where every individual has his own destiny in his own hands, where he can follow no leader and where new problems arise every day, that can be solved only by imitation, can be solved only by a comprehension of principles."

Not only were the services of all the women given, but they paid their own expenses in this tour to extend organization of parents for study of child nurture and child welfare—thus making a liberal donation to the extension work for home education.

By previous arrangement four states held their annual conventions at dates which would make it possible to secure attendance of some national officers. Everywhere a warm welcome awaited the four parties, who visited many different towns, and aroused interest in child-welfare and home education. In rural villages men and women drove miles through muddy roads to listen to the message from those who, like the apostles of old, had come without money or price to enlist new recruits in this nation-wide movement to promote better understanding of childhood's needs, and, through that, better provision for their development in and out of the home.

Maryland has the honor of being the twenty-seventh state to adopt the mothers' pension for the protection of children's right to the care of their own mothers. Since 1911 the National Congress of Mothers and Parent-Teacher Associations has used its influence in promotion of this far-reaching law for benefit of children, and congratulates Maryland on joining the ranks of the states which have written into their statutes the primary right and benefit to a child of a mother's care by making it possible for mothers to bring up their own children rather than to commit them to institutions.

Those who were fortunate enough to attend the Mothers' Congress in Nashville, Tennessee, will never forget the hospitality and thoughtful care of every detail given by Mrs. Eugene Crutcher, Mrs. J. E. Caldwell, Jr., and all the able chairmen of local committees. Officers and delegates were there from every part of the country. Of special interest were Mrs. Harriet A. McLellan, of Atlanta, Ga., mother of Mrs. Theodore W. Birney, founder, her sister Mrs. Smith, and Mrs. Arthur A. Birney, of Washington, D. C., all of whom had an active part in the organization of the Congress in 1897, and who have seen it grow into the large organization which it has since become.

Full report of proceedings will be given in June CHILD-WELFARE MAGAZINE.

**Maryland Has
Mothers' Pension**

**The Twentieth
Child-Welfare Con-
ference, National
Congress of
Mothers and
Parent-Teacher
Associations,
April 4-9, 1916**

Message from the President, Mrs. Frederic Schoff, to Members of the Congress

Readers of CHILD-WELFARE MAGAZINE and members of the National Congress of Mothers and Parent-Teacher Associations have been startled and shocked to read grave charges made against the president through the public press at the instance of Mrs. E. V. McCaulley, and through the help of the secretary of the National Child Labor Committee sent out by the Associated Press.

There was no effort to verify these statements, which are absolutely without foundation in fact.

BY MRS. FREDERIC SCHOFF

When the letter containing the accusation was sent to Mr. McKelway, of the National Child Labor Committee, asking that it be given to the Associated Press and the Senate Committee on Interstate Commerce, I was on an educational child-welfare tour through the South with six officers of the National Congress of Mothers and Parent-Teacher Associations, who gave the month to child-welfare work. I knew nothing of the hearing before the Senate Committee until seeing newspaper notices inserted by Mr. McKelway at the request of Mrs. E. V. McCaulley, through the Associated Press.

Neither personally nor as president of the National Congress of Mothers and Parent-Teacher Associations have I taken any action concerning the Keating-Owen Bill now before Congress. The statement that the Executive Board has five members is not true. The Executive Board of the Congress has twenty-four members with rarely less than ten in attendance. It has never considered the Keating-Owen Bill. It meets on ten days' notice three or four times a year. Its duties are defined in the constitution.

The national departments include one on child labor. Mrs. Arthur A. Birney, of Washington, D. C., was deputed by the National Board to

supervise federal legislation concerning child welfare. She has been identified with the congress since its inception, and I regard her acceptance of this responsibility as a great strength to the congress. She is the mother of nine children, the wife of one of Washington's most respected lawyers, a woman of poise and good judgment, capable of guiding whatever she undertakes.

She is conducting a nation-wide investigation into the effects of present legislation and her request to the Senate Committee is a matter of record. She did not claim to speak for 100,000 women. No sensible person would expect 100,000 people to have the same views on legislation. All are opposed to child labor, but there are different ideas among them as to methods of prevention. I only knew that she had presented her views to the Senate Committee when I saw reports of it in southern papers. She did not consult me or inform me that she was going.

The insinuations that I have a personal, selfish interest in factories are utterly false. Actions speak louder than words. My first interest is and has been for many years the study and promotion of child welfare. In 1902, before the Congress of Mothers had a Child Labor Committee, and before the existence of the National Child Labor Committee, I personally began the movement in Pennsylvania to prevent employment of children in mines, factories and glass works, and was influential in securing more thorough factory inspection. My interest in prevention of child labor has never ceased, but since the organization of a Child Labor Department in the Congress, I have only aided such department when called on to do so.

"Judge not that ye be not judged" was the command of the Master, and should be heeded when one attempts to impugn others' sincerity. The

spirit of the Congress of Mothers is one of tolerance, of willingness to recognize the rights of all to arrive at their own conclusions, and to respect them just as much though they are different. It is contrary to the spirit of the congress to coerce its members.

**ACTION OF THE BOARD OF MANAGERS
OF THE NATIONAL CONGRESS OF
MOTHERS AND PARENT-TEACHER
ASSOCIATIONS.**

The publicity given to this matter makes it important that our readers should know the action unanimously taken by the National Board.—Anna J. Lippincott, editor of *CHILD-WELFARE MAGAZINE* and Member of National and Pennsylvania State Boards.

The reports sent to the Associated Press by the National Child Labor Committee, at the instance of Mrs. E. V. McCaulley, and also to the Senate Committee, were received by members of the National Board of the National Congress of Mothers and Parent-Teacher Associations while in session in Nashville, April 8.

The matter was taken up by the

National Board, which has representatives from every part of the United States, and a committee composed of Mrs. Fred Dick, Colorado, Mrs. B. F. Langworthy, Illinois, and Mrs. Wilfred H. Dresser, Connecticut, drafted the following reply, which was unanimously adopted by the board, and given to the Publicity Committee for publication:

"In view of the tact that false and misleading statements have been made concerning the official acts of the president of the National Congress of Mothers and Parent-Teacher Associations, Mrs. Frederic Schoff, the Board of Managers in Annual Conference assembled at Nashville, Tenn., April 8, 1916, issues the following: 'Having investigated these statements, we find them utterly lacking in fairness and truthfulness, and hereby attest our unswerving loyalty, respect and affection for our president, Mrs. Schoff, and protest against the malicious injustice that would attempt to injure one whose whole life has been devoted solely to the promotion of child welfare.'"

When Lilacs Blow

O! the world is full of gladness set to sweetest
notes of song,

And the melody is ringing in a chorus loud and
long,

While the orchard's million blossoms are
full of droning bees,

And the shadows come to linger underneath
the greening trees,—

While the spendthrift dandelions set the land-
scape all aglow;

For the smile of Nature broadens when the
lilacs blow.

O! the beauty of the valley with the waving of
the wheat,

And the violets that follow the Maytime's
happy feet,—

The Kingcups in the meadow and the
jewelled grassy spears,

When the dimpled face of morning through
a veil of mist appears,

While the apple-blossoms are falling like mimic
flakes of snow,

And the thrasher sings the sweetest when the
lilacs blow.

Now the robin in the maple is building in the
boughs,

And the catbird in the cherry tree is singing to
his spouse;

The dogwood in the fringes of the wooded
land reveals,

The glimpses of a sheeted ghost that
through the forest steals,

And Nature holds her open court for every-
thing that grows,

For her heart is full of rapture when the lilac
blows.

BENJAMIN F. LEGGETT

Safety from Fire in Schools

BOSTON HOLDS CONFERENCE ON FIRE PREVENTION—STATE COMMITTEE
APPOINTED

By IRA N. HOAGLAND

There were 260 school fires in 1915 with a total loss of \$5,400,000.

THE COLLINWOOD CATASTROPHE

Eight years ago, March 4, 1908, 170 little children and two teachers were incinerated in that awful funeral pyre, the Collinwood (Ohio) school. They died within an arm's reach of safety, almost within sight of frenzied parents, jammed at the foot of a stairway, a solid arch of young human life, skewed into projections caused by the lessened width of the entry vestibule.

But the way the panic-stricken children became jammed was not the cause of death. That was caused by fire, the fire which started in the basement and which could have been extinguished by one automatic sprinkler.

The news of this terrible catastrophe rang throughout the country and as is always the case following such tragedies there was some activity in bettering conditions, but it soon subsided and the old policy of taking chances was continued. Surely the 1915 record of school fires shows that it must be, for the burning ratio is the same as it has been for many years—a school fire every school day,

SCHOOLS "13" in LIST OF RAPIDLY BURNING CLASSES.

A few comparisons between the rate of burning of schools and of other supposedly more dangerous classes will be helpful. Schools and colleges burn up faster than flour mills, packing establishments, textile mills, furniture manufactories and other industries, fire insurance companies consider more than ordinarily hazardous, classes which some insurance companies will not insure at all unless the risks are under automatic sprinkler protection. But, strange to say, schools and colleges are not yet ranked among "special hazards," a classification certainly merited by their fire record.

In a period of six years, schools and colleges were number thirteen in the list of rapidly burning classes; flour mills, number fifteen; packing establishments, seventeen; textile mills, eighteen, and furniture manufactories, twenty. All of them, considering the lesser rate of burning, are safer places than schools. Yet fond parents would consider children to be in grave peril from fire if a school session was held in a furniture factory.

Well, if fires occur so frequently in schools, why is it we have not heard of more catastrophes? some may question. The answer is simple: 85 per cent. of the fires since the Collinwood, except Peabody, have occurred when classes were not in session.

The conference at Faneuil Hall, Boston, was called as a result of the Peabody school fire, which revealed that the State laws do not contain adequate provisions for safety from fire in schools.

More than 700 parents, school officials, educators, municipal and health officials, architects, fire prevention experts, fire department engineers, building officials and contractors attended the conference. Urgent invitations had been sent to persons known to have an interest in the question. Eight addresses were made and the whole subject discussed from every point of view.

EXTENT LIFE IS MENACED IN SCHOOLS

Dr. David Snedden, commissioner of the State Board of Education, cited statistics to show the extent of the state's responsibility and how little the cost of safety from fire. He said in part:

"The United States census for 1910 shows that there were then in Massachusetts 579,806 children of from five to fourteen years of age, inclusive, and 296,561 from fifteen to nineteen. Nearly all of the first group attend

school and at least one-fourth of the second group.

"It is a safe inference from available data that at least 80 per cent. of our children in public and private schools are housed in buildings of more than one story, which, therefore, furnish possibilities of panic and loss of life.

"School buildings for elementary pupils usually cost from \$100 to \$200 per unit of accommodation. High schools usually cost from \$250 to \$500 per unit.

in the schools, therefore, is the question of the expense that must be added to the above amounts to insure adequate protection. Would the investment that must be made to insure reasonable protection be a large one? It is highly probable, for example, that the addition of a very small per cent. to the initial outlay would give safety. But this increase distributed over all the pupils who will through successive years use the buildings would prove a very small sum indeed.



First Floor Class Room Where Children had Narrow Escape, Front of Building, Peabody, Mass.

SAFETY COST SMALL

"The latest report of the Board of Education shows that it costs the State as a whole about \$41 to provide a year's instruction in the public elementary and high schools for each pupil. We can safely estimate that the cost of giving eight years' instruction to each pupil is in the neighborhood of \$300; and to give four years' high school instruction about \$250.

"A vital problem of fire prevention

"Exact estimates of the cost will be presented later, but let us assume that in a school costing \$150 per pupil, an additional outlay of 10 per cent.—surely a generous estimate—would insure freedom from fire danger. But the interest on \$15 for eight years—the school life of an elementary school pupil—at 10 per cent. to cover depreciation also would only amount to \$12—which, added to \$300, would represent the actual cost to the community of insuring to the pupil during his school life immunity from danger from fire."

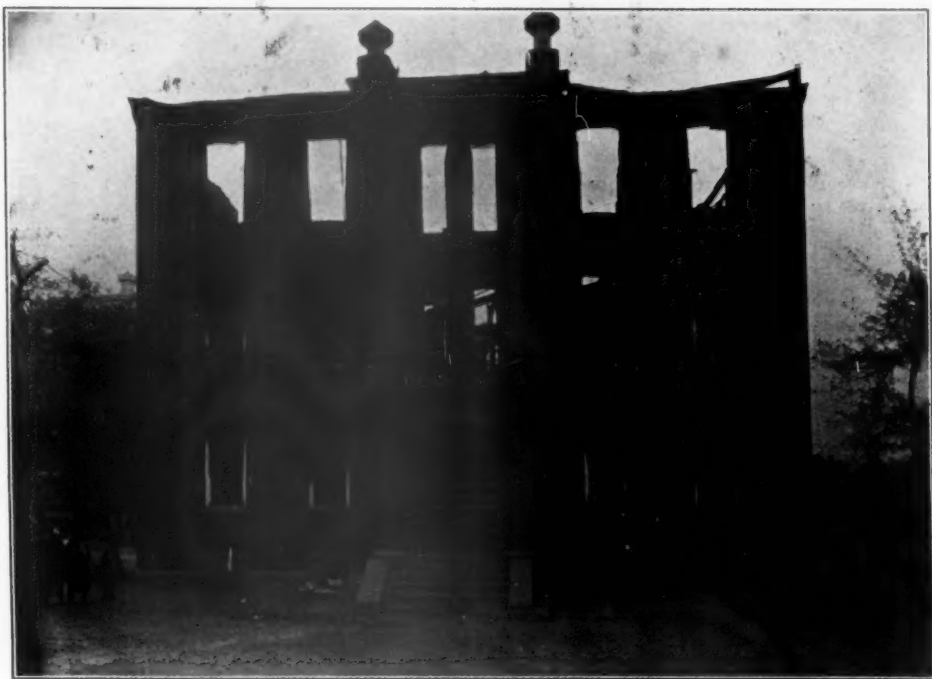
MR. COOPER DISCUSSES LAWS

Frank Irving Cooper, architect for the Russell Sage Foundation, spoke of the growth of laws governing safety conditions in schools, analyzed the laws in force, and described the nature of necessary provisions that are generally lacking.

Among the State regulations suggested by Mr. Cooper, which, he says, should apply to existing as well as new schools when they relate to fire extinguishers, alarms, exits, doors and stairways, is the following:

to meet the requirements, and that many of them were in reality fire traps.

"Fully nine out of ten of our disastrous school fires," he said, "have originated in the basements of the buildings. Authorities are of one accord that the most important single protection against fire hazards for a school building is the isolation of the basement from the first floor. It should be isolated where possible; in some cases it may be isolated with the provision of fireproof passages and



Front View and Main Entrance Where 22 Lives Were Lost, Peabody, Mass.

"All school buildings over one story in height not of fireproof construction shall have the basement protected by automatic sprinklers."

BASEMENT HAZARD EMPHASIZED

Professor Charles B. Breed of the Massachusetts Institute of Technology, said that when the principles of fire protection were applied to existing school buildings it would be found that thousands of these did not begin

fireproof doors and still be reasonably safe. All stairs over basements should be made of fireproof material, and should inclose stairways and other vertical shafts in a fireproof construction.

"Main entrances should be remodelled so that the doors line up with the stairs. Fire alarm boxes should be connected with the central fire station. There should be fire drills; *automatic sprinklers should be*

installed in closets, and a regular inspection should be established. These are the least requirements for making school buildings reasonably safe."

DANA ADVOCATES SPRINKLERS

Gorham Dana, manager of the Underwriters' Bureau of New England urged fire prevention engineering and the use of the automatic sprinkler. He took exception to the idea of old

been quickly and effectively extinguished with little damage."

For schools Mr. Dana did not think it would be necessary to equip the whole building, but only the danger spots, such as basements, stairs and closets; in that way a schoolhouse of two floors could be equipped at a cost of \$700 or \$800, or \$1.50 per pupil. There would be little cost of maintenance.



First Floor Hall and Main Entrance Where all Lives, 22, Were Lost, Peabody, Mass.

school buildings being made safe at a reasonable cost.

"The only true means of dealing with fire in schoolhouses," he said, "is to provide *automatic sprinklers*, which have been in use for 40 years and have proved their value. At 165 degrees of temperature the solder melts and releases the water. They are absolutely automatic and never give way to panic. Each nozzle covers an area of 10 feet by 10 if supplied with water from a six-inch main. Out of 16,193 fires in buildings equipped with sprinklers 95 per cent. have

LEGAL RIGHTS TO SAFETY.

Attorney Lyon Weyburn, legislative counsel for the Boston Chamber of Commerce, outlined the existing schoolhouse construction laws, dwelling on the legal right of the people to have safety.

"For the supposed good of the state," he said, "the children are compelled to attend school. For the safety of their fellow-students they are obliged to submit to the necessary inconvenience and danger of vaccination. It is neither fair nor reason-

able to compel them to submit to the additional wholly needless risk of being burned alive. The state should do more than provide a fairly safe building. Standard specifications for school buildings should be drawn, calling for absolutely fireproof construction. No building for school purposes should be allowed to be erected save under the supervision of an architect. In this there would be nothing revolutionary or of doubtful legality."

COMMITTEE NAMED

At the close of the speaking Commissioner O'Keefe was empowered to form a committee of eleven, with himself as chairman, to take the whole matter into consideration and report what action might be deemed best.

THE WRONG OF FIRE DRILLS

To be sure, "fire drills" were the salvation of thousands of children in the 15 per cent. of the fires that happened when classes were in session. Fire drills are efficient—they must be in most schools. But that does not justify quick-burning construction in schoolhouses. Drilling in orderly exit does not compensate for errors in building design and construction and lack of automatic sprinkler protection. The children in the Collinwood and Peabody schools were so drilled, but discipline failed under the crucial test. In the Collinwood school, when the smoke began to thicken through the second story, each little instinct of self-preservation threw restraint to the winds, and a sad blot on a page of history is the result of the mad rush to escape, which blot could easily have been prevented by just one little automatic sprinkler! And, with a few modifications, the same can be said of the Peabody case.

SAFETY OUTSIDE, NOT INSIDE, SCHOOLS

Protection from fire perils in schools means something more than safe exit. It means that conditions inside school buildings must be of such a character

that pupils will not be compelled to seek safety outside. As it is now in most schools, the children and youth of the land are compelled by law to acquire an education under perils from fire that laws would prohibit in factories and shops, and the only assurance given them is that they can find safety "outdoors," and are trained by drills and marches to reach it. Is not this shifting responsibility and putting it where it does not belong?

Public clamor forced public authorities in States where fire catastrophes have occurred to give consideration to the safeguarding of workers in factories. That consideration did not stop at fire drills; it included matters of building design, structural changes, automatic sprinklers, etc. When will the same considerations apply to school children?

Byron I. Cook of Woonsocket, who was from 1886 to 1901 superintendent of the Woonsocket water department and who, since that time, has been a traveling inspector for the Factory Mutual Fire Insurance Co., with offices in Boston, has written a letter containing very valuable suggestions as to the prevention of fire horrors.

"The fires that occur in buildings used for educational purposes in this country is not a very creditable showing.

"For the first 68 days of 1915, 73 fires occurred, and a fire occurs every day in the year in some school. The law compels every child between certain ages, if physically able, to attend school, and the public official says which school the child shall attend.

"The school buildings of the city are not of a non-combustible or slow-burning type of construction, but of the quick-burning class. It is the duty of the city, through its proper officials, to provide the best means possible to safeguard the lives of the children in case of fire.

"Your paper has stated that fire alarm boxes and gongs connected to the public fire alarm system are to be installed at all school buildings. How

much more protection does the installation of these alarms provide? The loss on the building in case of fire may be less with these alarms installed, but in saving the lives of the children no improvement will have been made.

"The worst fire in a school building in this country where the loss of life was appalling was at Collingwood, O., near Cleveland. Here 173 children and two teachers lost their lives.

"This fire was caused by a steam-pipe in contact with the floor joists in the basement.

"At Peabody, Mass., recently, about 20 children lost their lives due to a fire starting in the basement. These lives were lost before the fire department arrived.

"These two fires were not the result of unusual carelessness or construction and can be repeated today in every state in the Union.

"What is the remedy—equip the school buildings with the automatic sprinkler system.

"At Collingwood and Peabody, if the basements had been sprinklered

and connected to a good water supply, not a life would have been lost.

"At a hospital in a nearby city that is well equipped with sprinklers, a fire occurred in a pile of mattresses temporarily stored in the attic of a wing during the renovation of a ward. One evening a nurse detected water running down a ventilator flue and investigation was made in the attic above, and it was found that the mattresses were on fire and one sprinkler in operation had the fire nearly extinguished. Only five people knew that a fire had occurred.

"What would have been the result if the attic had not been sprinklered. Public alarm, hose streams and plenty of excitement, and with two wards below where the fire occurred full of patients, some in the dangerous list, the result would have been serious.

"For a period of 35 years in over 3,000 manufacturing plants equipped with sprinklers and insured by the Factory Mutual Fire Insurance Co., these plants employing more than a million people daily, only five lives have been lost.

The Most Wonderful Thing in the World

By THOMAS ADDISON

At first your question puzzled me, my son—there are so many wonderful things in the world. Then, as I gave it thought that act of itself was the answer. The most wonderful thing in the world is the most common thing, in the sense of universal possession. You have it; I have it; everybody has it.

On this side of the earth and on the other side, in teeming cities and in the wide reaches of distant solitudes, this wonderful thing works noiselessly on, small, unseen and ever active.

It plans, schemes, contrives, invents.

It is occupied with all that is good, and all that is bad.

It builds up and tears down.

It makes over old things into new things, and new things into better things.

It performs miracles today that tomorrow will be accepted facts.

It girdles the globe, links the seas, conquers the air, brings the stars nearer to us.

It casts down the mighty and lifts up the lowly.

It is busied with trifles too mean to be regarded, and with deeds so great that only Time can measure them.

It fosters love and hate, greed and charity, patience and passion—all the virtues, all the vices.

It is restless, sleepless, untiring, silently alert.

It is, in a word, man's tyrant master

and his willing slave—that quality in him we call **THE MIND**.

Consider it a moment, my son, this strange force that moves you and all the fifteen hundred million human beings that colony the earth.

You know not whence it came when you were born, or whither it goes when you shall die. It is alike in us all, and unlike in each—as the leaves of a tree are like and yet unlike, each having some curve or angle different from its fellows.

Consider it well.

What your mind is so are you, good or evil as you choose: marvelous though this mysterious force that moves you is, you can guide it if you will. For, strange again, your will is the creature of your mind furnished you by it for its own control.

As you will so are you—honest, wise, fearless; a knave, a fool, a coward. It is for you to say—you alone. Your mind is **YOU**.

Strength of body is as the mists of the morning compared with strength of mind. The one passes, the other persists. The giants of yesterday are but as weaklings today—a child can touch a button and slay a Samson in his prime.

Consider again, my son, this wondrous agency which raises you above the brute beast of the field.

No wishing carpet of the fabled age, no magic lamp, no genie unconfined could serve you half so well.

Crowd upon it all the learning you may gather: swiftly, noiselessly, accurately it files away each separate item, and years after, or when you will, returns it to you in the lightning's flash to be consulted, used, and filed away again.

Draw upon it in your hours of ease for entertainment and it responds with pictures never painted, tales never told, songs never sung—a thousand fancies to please and charm you.

Entreat it, and it carries you on far journeys into the dim vistas of the past, or to remote wildernesses of the living present. It builds from nothing fairy palaces for you to dream in, and weaves the moonlight into tapestries of whimsical conceits to hang the walls.

Listen to it, and mayhap a poem or a song will bud upon your lips to thrill the world.

Command it, and if it chance that you are qualified, the mysteries of the heavens will be revealed to you, and the secrets of the earth.

But whip it, misuse, starve, profane it, and it will lead you through depths of shame to an unhonored grave where you will lie despised of men.

This, my son—this fearful, this adorable gift of God—which you possess, and I, and all our kind—this is the most wonderful thing in the world.

Walk wisely with it.

"The Kingdom Is Within You"

Thy kingdom here? Lord, can it be?
Searching and seeking everywhere

For many a year,
"Thy kingdom come" has been my prayer.
Was that dear kingdom all the while so near?

Blinded and dull with selfish sin,
Have I been sitting at the gates
Called Beautiful,
Where thy fair angel stands and waits,
With hand upon the lock to let me in?

Was I the wall which barred the way,
Darkening the glory of thy grace,
Hiding the ray

Which, shining out as from thy very face,
Had shown to other men the perfect day?

Let me not sit another hour,
Idly awaiting what is mine to win,
Blinded in wit.
Lord Jesus, rend these walls of self and sin;
Beat down the gate, that I may enter it.

SUSAN COOLIDGE

Two Agencies in Education of Children—the Home and the School

By DR. C. N. KENDALL, COMMISSIONER OF EDUCATION

There are few novelties in education. Train up a child in the way he should go and when he is old he will not depart from it. This is a fundamental truth which is never out of date. We need to remind ourselves of the supreme value of the common virtues—obedience, honor, rectitude, reverence for authority, economy, the privilege of work, ambition to excel, desire for service, politeness and cheerful disposition, sound morality.

The time for the training of children, so far as the schools are concerned, is very brief. There are 8,760 hours of 60 minutes each in a calendar year. There are five hours in the school day. If a child is never absent from school during the eight years of the elementary school period, the total number of hours of his schooling is 7,200, or considerably less than the total number of hours in one calendar year. But unfortunately great numbers of children are out of school much of the time for various causes, and some of these causes might readily be prevented if parents would do their duty in keeping children in school. The point is that the time at the disposal of the schools for the training of children is relatively brief, and briefer than most parents realize. Every child who goes to school should have at least ten hours of sleep. This being so he is not in school more than one fifth or one sixth of the hours when he is awake. The other four fifths or five sixths of the time when he is awake, taking the year as a whole, he is not under the control of the schools at all.

The schools have an advantage in the training of children in respect to the fact that children themselves recognize that the school is an organized institution whose sole function is to train children. They know that the school has a positive purpose in the direct aim of training children.

On the other hand, the schools are at a disadvantage because of the large numbers of children that teachers are called upon to train or teach. This is a more serious handicap to good schools than many persons, and even educated ones at that, realize.

The training of a child is a slow process. Some of you mothers know that who are trying to teach your children to eat slowly and to be polite at the table. It cannot be done in a day, or in a single week or in a single month. It is a slow process. And so the training of a child in the way he should go in any field of activity is slow. It not only requires intelligence and devotion but it requires a patience that is determined.

It requires more skill and intelligence and devotion and patience to be a good father or a good mother now than ever before, and it also requires more patience and devotion and skill and intelligence to be a good teacher than ever before. Reasons for this statement follow:

1. The elimination of the word "chores" from so many homes; the little there is to do in most homes for the boys out-of-doors and for girls indoors. The elimination of industries from so many American homes is detrimental to children. For this reason industrial education is of the highest importance. For this reason parents should make a serious study of finding things for their boys and girls to do with their hands in the home. The education of the hand is also the education of the head. The two are not separated.

2. The fact that such great numbers of children live in cities or under city conditions. Children gain a certain alertness, a keenness of mind, a power of observation, in cities. They get a great mass of information because

they live in cities, but nevertheless the loss is large. The excitement of city life, the noise of the cities, the fact that there is little for a boy or girl to do on a 40-foot lot, tell heavily upon the nerves and robustness of children. 9,000 children were brought into the children's court in New York City two years ago. Of this number 25 per cent. were haled into court because of building bon-fires and playing ball on the streets.

3. The decrease of parental responsibility. Fathers lead such busy lives under city conditions that they are no longer the companions of their boys as they once were. Large numbers of fathers are not home for the noonday meal. The boy is no longer the companion of his father, and to a certain extent the girl is no longer the companion of her mother, as they once were.

There ought to be a day set apart for fathers' day, when fathers would spend the entire day with their sons and become acquainted with them. Usually when a boy is in difficulty at school it is the mother who nowadays appears at the office of the principal or superintendent—very rarely the father.

We need more men teachers in the higher grades of the elementary schools, but with our present salary schedules we are not likely to get virile, forceful men into the elementary schools.

Furthermore, the business of the schools has been complicated by the enforcement of compulsory education laws, which brings all classes and conditions of children into school. To give these children the training they need we must have special types of schools for children of varying abilities or tastes. We must have the spirit as well as the body of the child in school. The school is called upon to train many kinds of minds.

Another thing—the schools are called upon to teach many more things than formerly. Legislation has recently been passed in this State requiring the teaching of "safety first" in the schools, and recently,

the commissioner said, he was appealed to to have November 30 celebrated in all the schools of the state as "Mark Twain Day."

The public should realize these conditions. The great purpose of the schools is to establish good habits of behavior. Good behavior is more important than information in geography; good behavior is more important than mummified physiology; it is more important than rules and definitions learned from books. Habits of honor and rectitude and industry and promptness and service and neatness and truth are a large part of the purpose of schools, and these habits cannot be established in the schools alone. The primary obligation for the establishing of these habits rests with homes and fathers and mothers.

The objects of education are as follows:

The first purpose is to train children in the attainment of skill in the use of the tools of knowledge. By means of this training the pupil is furnished with tools by which he may be able to acquire subsequent knowledge and information.

The second purpose is to train children in the subjects that have content. These subjects are worth while for their own sake. They have intrinsic value. They have a close relation to good citizenship. They enrich and enlarge life—both the life of the child and that of the adult. They create interest in things worth knowing. They make children more tolerant and more liberal. They are the "humanities" of the elementary schools. They furnish mental and spiritual enrichment for children who do not go to high school as well as for those who do. Music, history, literature and geography furnish resources in life, opposed to street loafing, vulgar amusements and questionable resorts. They train in the art of properly employing leisure time.

The third purpose is to safeguard and improve the health of children.

The fourth purpose is to give training in industrial or manual or vocational arts. It is a commonplace to

say that training children to work with their hands at all stages of their progress through the schools is an obligation forced upon the schools because these manual activities, which have a relation to successful living, have so largely disappeared from home life.

The fifth purpose is to teach, by means of the activities of the schools, industry, self-denial, perseverance, cleanliness, punctuality, regard for the rights of others—a list that might be readily extended. Here belongs mental and moral training. Here belong activities of teachers which cannot be set forth in courses of study or tested by examinations, but which are nevertheless as important as any which can be so evaluated.

To these might be added the means by which teachers influence the lives of children in various ways. Among these are the following:

Visiting by teachers among poor families.

Visiting among families indifferent and careless about the education of their children.

Supplying children with shoes, clothing, books, and other necessary articles.

Looking after individual boys in streets and alleys.

Breaking up habits of truancy.

Dramatization in various forms.

Stimulating school pride by requiring a fine erect carriage of the body.

Clearness and distinctness of enunciation.

Window gardening, the boys making the boxes, and the flowers being subsequently sent to sick children and parents.

Committees of children who look after the temperature, ventilation, and cleanliness of rooms, arrangement of materials, etc.

Citizenship leagues to care for streets and alleys.

Suppression of the sale of tobacco to young boys.

Influencing many children to read books from the public library.

Advising children about their reading.

The commissioner advocated the activity of parent-teacher associations in the following directions:

1. They should equip schools in some communities with piano and victrola and records and pictures and library books and playground apparatus.

2. They should not forget that teachers need a social life, and social diversions where talking about schools is tabooed.

3. Parents should study good books—a few of the many recent readable books that have been published concerning the training of children.

4. They should study some of the large educational questions of the state, such as the importance of consolidating schools in the rural districts if we are to have as good schools in the country as we have in the cities; the need of helping inexperienced teachers in rural districts; the question of the junior or intermediate school.

5. They should inform themselves as to why expenses for schools are increasing. There is some public unrest here, but there is abundant reason for the increase, and it is the duty of parent-teacher associations to inform themselves as to the causes.

6. They should study the health of children.

It is well to look after the needs of other people's children, but it may be well to look after one's own children first, for they may need this care more than the children of other people.

It is an honor to be the father or mother of a child, but it is a much greater honor to give that child careful, patient, intelligent training. Putting conscience into the training of one's own children, being ready to sacrifice social pleasures and outside activities for the purpose of training one's own children—these are the marks that distinguish the father or mother who realizes that the greatest service he or she can render to society

is to train up his or her own child in the way that child should go—not to leave it to the schools, not to turn it over to young women of eighteen or twenty who in such large numbers are teaching in our schools. The schools are doing much and they can do more. Whether children live in city or country is not so important as the resolution and devotion of parents to give children good training in the home, and many children are not getting it.

The United States may become the greatest of all nations if fathers and mothers and teachers and principals may be able to give, both in homes and in schools—and chiefly in homes—the kind of training to which the children are entitled. If this training is given the men and women who live in 1950 will rise up and call not only the teachers but the parents of 1915 blessed.

Diverting the Child

By ANNE GUILBERT MAHON

A young mother was relating her experience to some friends.

"I would not have believed such a change could have occurred in an instant," she said. "Bobby came in tired out from his strenuous playing with the other boys. He was dirty and exhausted, and hungry, too, but he was too little to know what was the matter with him. He only knew he felt weak and uncomfortable and out of sorts, but he did not know how to account for it. He was peevish and fretful and *bad*. For a moment I really did not know what to do with him, he was so naughty, yet when I saw the condition he was in I could'n't help feeling sorry for him, bad as he was.

"While I got out his clean clothes, he threw himself down on the couch, sobbing with exhaustion and fretfulness. Unconsciously, I spoke of a carved wooden box on the bureau, telling him about a shut-in man who had carved it for me a long time ago. In an instant Bobby was all interest. He forgot all about his miserable feelings, sat up and looked at the box and asked me questions about it. Rejoiced at the change in his behavior, I expatiated on the box and told him about it in detail while I washed his face and hands and changed his clothes. He submitted without a murmur, all the time his attention fixed on the carved box. By the time

he was washed and dressed and ready for his supper he was as different from the wild, stormy little ruffian who had come in, crying and naughty, as could be imagined. It is just an instance of the wonderful power of diversion, especially where it applies to a child."

So often the little ones are naughty when they do not really mean to be so, where simply a drawing of their attention into right channels would spare them a fit of temper or other exhibition of naughtiness. The wise mother knows when to use this power of diversion to bring about the best results with her children.

In case of illness or trouble every mother knows the efficacy of this means of soothing and diverting. Children forget easily. Their attention is soon attracted by something new and interesting. Even the deepest childish sorrows and keenest pains can be forgotten when something of overwhelming interest comes to take their places.

A little girl was kept up bravely through a painful operation solely by the thought of the tricycle her father had promised to bring her. Her thoughts were kept as much as possible on the tricycle and the joy that it would bring, so that the pain of the operation was subordinate to this one bright anticipation.

"Very often when Arthur is fretful

or cross, I tell him something to make him laugh, or show him a funny picture, and he is a changed boy in a moment—forgets all about his peevishness," said the mother of a very delicate little boy who had been humored much on account of his ill health.

Many mothers can testify to the virtue of a good laugh when children are fretful or troubled. It is but another phase of this power of diversion.

There are times when a child is very naughty, when it would be impossible to reason with or make him see his conduct in its true light at the time, as for instance, in a fit of violent temper. If his mind is directed into other channels he can often gain control of himself, become calmed down and afterwards will be in a frame of mind where he can be talked to gravely and earnestly, made to see

his fault, when he will be much more amenable to reason and made to feel truly sorry for his outburst. It is the quiet, earnest talk with a child, making him see for himself his conduct in its true light and pointing out to him the way to overcome his fault, that is provocative of the greatest good, that has the most influence on his life. The process which some people call "having it out" with a child at the time of his naughtiness very rarely proves a success and is not half as impressive and lasting in its effects as an earnest heart-to-heart talk afterwards when the child is softened, quieted and a reasonable little being.

The power of diversion is a wonderful one, especially with children, and the wise mother will study it and avail herself of it as often as she can in order to bring about the best results in the training of her children.

New Books

Children Who Err. By Elizabeth Harrison, National Kindergarten College.

Parents everywhere long for light on questions of discipline and moral guidance, and seek in vain for anything definite and practical.

"When Children Err" is a book of practical help to fathers and mothers, to teachers, to probation officers, to Sunday School teachers and to all who have responsibility in bringing up children.

It answers questions like these which come to every parent—

- When your child says "I won't" what will you do?
- How to meet the first lie.
- How to know it is a lie.
- How to distinguish between ignorant wrongdoing and deliberate wrongdoing.
- How can you develop a child's sense of responsibility concerning his conduct?
- What is educative and wise punishment?
- Justice to children.
- How to keep a child's life pure.
- What can you do to develop self-control?
- Handling quarrels with schoolmates.
- How to foster interest and love for others.
- What will you do if your child persists in doing some naughty trick?

The value of gentle tones and smiles from babyhood are as necessary to the child's inner development as sunshine and fresh air are necessary to his physical growth and health.

The world is awakening to the fact that it is a crime to let 300,000 babies in the United States die every year when more than three quarters of them might live provided that their parents understood the methods of care which have proved efficient in saving life.

It is worthy the effort of governments and all citizens to save to America the baby citizens of the nation, and there can not be too many interested and active in the promotion of this great service to God and man, to home and country.

No less vital in its import and bearing on child welfare is the necessity for knowledge of the soul life of a little child, and how by sympathetic, intelligent guidance true, strong, right standards of life are developed.

300,000 babies dying through parental ignorance and

bad community conditions is surely a disgrace to any nation, and a grave wrong to the future of the world.

Yet even this sinks into insignificance in comparison with the graver wrong which is committed by parental and community ignorance of, and absolute neglect to study methods which will implant in the hearts and minds of every little child principles that will enable him to meet the temptations of life, and in the light of strongly built inner standards of right and wrong overcome and resist them.

Love accompanied by definite knowledge, and constructive, faithful, sympathetic patient guidance from babyhood through the impressionable years of infancy and childhood is every child's right.

It is a grave arraignment, but it is no less true, that parents and society are responsible for making criminals, and when parents and society realize that ignorance of the means of prevention is no excuse for such a result, when they realize that criminals are made, not born, that the preventive work lies in a clearer knowledge of children's inner life and its development, applied in every home, every school, every court, every legislature, then and not until then may the world see a diminution in the unceasing increase of crime.

The soul is immortal, the body dies. Every one in prison today came into the world with divinely implanted possibilities to build a character on God-given standards of what a true life should be, but in childhood most of them met in one way or another the blight which meant ruin.

Those who are not living according to the standard of the Creator and Guide of the Universe, usually have failed to meet in childhood the inspiration and the guidance which build into the inner nature high holy standards of right, of the duty of service and of living for the real things of life.

God plants the seed in the heart of every babe. He leaves each one free to make his life what he will, but as co-laborers with Him are the fathers, mothers and teachers of the world. Through them must the seed of divine possibilities be watered and tended until though tiny as a grain of mustard seed it influences and permeates the entire being.

"When Children Err" will be a valuable aid to those who would be the truest friends of little children. What is woven into character never dies.

Plan Your Back-Yard Garden on Paper

SUCH INDOOR GARDENING WILL ENABLE YOU TO RAISE TWO OR THREE CROPS INSTEAD OF ONE—ENCOURAGES CHILDREN TO DO THEIR PART

"Plan your back-yard garden on paper in advance" is the advice of the vegetable garden specialists of the U. S. Department of Agriculture. A little indoor gardening of this sort will enable you to have fresh vegetables throughout the season and will make the same ground, with little extra labor and expense, yield two or three crops instead of the single crop commonly raised in small gardens. Where two or three crops are grown instead of one, a comparatively small garden will supply the average family with fresh vegetables all season. Moreover, such planning in advance will enable you to get the ground ready in time for planting and to secure your seeds and plant them at the dates which give each variety its best growing conditions. For example, if you will thus plan the plot to be devoted to peas, by the time your first crop is harvested, the second crop will be in bearing, and the plants of the third well advanced.

All the tools that are necessary for indoor gardening, which can be made an interesting recreation for the whole household, are a large sheet of wrapping paper, a ruler and a pencil. After looking over the garden and selecting the plot of soil best suited for your purpose, measure this and outline it on paper on a scale of one fourth or one eighth inch to the foot.

Next, study your garden bulletins or books on horticulture and the seed catalogues to determine what can be grown in your climate under the conditions of exposure, soil and drainage in your back-yard. This study may lead you to plan ditches to improve drainage, show you that your soil needs finely sifted ashes to break up its sticky character, or that you must add rotted manure, dried blood, bone meal, wood ashes, lime, or other fertilizers to make it suitable for vegetables.

THE FAMILY CONSULTATION

Then comes the consultation with the family to determine the sorts of vegetables the different members like, and which, therefore, they personally will be interested in raising. Confine your selections to the standard well-tried sorts. Finally, and this is most important, is the conference between the garden force and the housewife as to what vegetables really are worth raising in the back-yard. It will hardly pay to raise in a small space potatoes, corn, cucumbers, squashes or melons, which occupy a large area in proportion to yield, and which can be bought cheaply in nearby markets.

In general, the aim of the back-yard gardener should be to raise those vegetables which are either expensive or in which the flavor or quality depends importantly on absolute freshness. Peas and string or lima beans, to be at their best, should be cooked almost immediately after they are gathered. Peas kept even for a day lose their delicate bloom and sweetness. Consequently as much space as possible should be devoted to such vegetables, and other vegetables in which freshness does not count so importantly should largely be used as fillers to keep the ground at work. Effort also should be made in a garden to have special vegetables, such as okra, of which the family is fond and which are difficult to obtain in local markets or are commonly high priced. The housewife probably will want a little bed of parsley, chives, or other herbs, not because they are expensive to buy, but because of the convenience of being able to pick a sprig just when it is needed.

INTERESTING THE CHILDREN

The profit from gardening, however, comes not alone from the vegetables that are produced. The

healthy outdoor recreation and exercise and the educational value of a garden in training children manually, and in inculcating in them habits of order and industry must not be overlooked. Fathers and mothers will find that the preliminary planning of a garden will do much to arouse the interest of the young people and encourage them to do their share in cultivating and weeding it. This will be particularly true if the owner hires a laborer to do the first heavy spading and lets the family begin its gardening not with heavy, disheartening drudgery, but on a patch ready for the lighter work of making the seed bed.

Having decided what is to be planted the indoor gardener draws lines or symbols on his outlined plan to indicate the different crops, inserting the date when each is to be planted. Where a second or third crop is to follow the same row or occupy the same ground, this may be written in red or blue, which indicates that it is to be planted when an earlier crop is over. In laying out the plan the owner should consider the amount of each vegetable necessary for a serving for his family. He also should bear in mind the habits of the plants so as to allow space enough between the rows for their proper growth, for the interplanting of later crops, and for easy cultivation. The cultivation, of course, is easiest when the rows are one and one half to two feet apart, as this permits the use of wheel cultivators. Plants which make a high growth and cause heavy shade naturally should not be located where they will interfere with sun-loving small plants. Perennials, such as rhubarb and asparagus, which are not cultivated, should not be grown among plants which call for tilling. The planning may be extended also to the planting of small fruits, such as currants, raspberries, and grapes, and even to the location of apple or other fruit trees.

PLOTS FOR LITTLE FOLKS

Where there are very small children in the family, a separate small plot

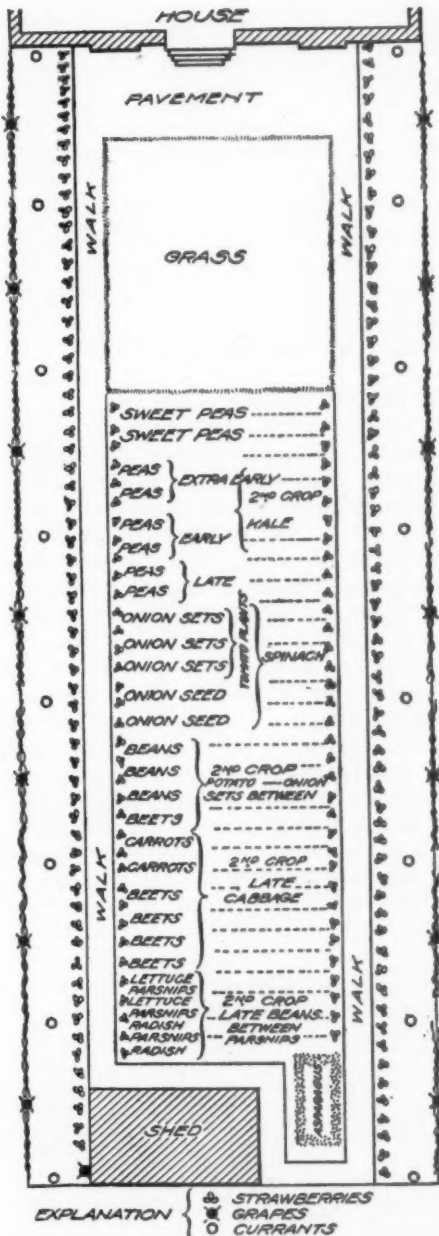
should be set aside for their play gardens. If they have their own vegetables which they are free to pull up, examine, or treat as they like, they are less liable to conduct their juvenile botanical experiments in the garden which is being grown for serious purposes.

A TYPICAL PLAN FOR A BACK-YARD GARDEN

The accompanying plan was made from an unusually well-arranged and successful garden that was grown in a city back-yard 25 x 70 feet in dimensions. The plan also can be used in laying out a plot of a larger yard or, with changes in quantity planted, can be adapted to small yards or plots of other shapes.

This lot is bounded on two sides by a board fence six feet high, along which fourteen grapevines were planted and trained. Another grapevine was so planted as to grow on the shed at the rear. On either side of the flagstone walk strawberry plants were set. Between the walk and the fence currant bushes were planted. Between the currant bushes and the row of strawberries, were grown low-growing vegetables such as beans, peppers, eggplants and the like. The area between the walks, which was about twelve feet wide, was given over to vegetables.

In this area the rows of low-growing, quick-maturing, early vegetables were planted so that at proper intervals between them later-maturing sorts could be dispersed. The early plantings consisted of rows of radishes, early beets, lettuce, carrots, and a few parsnips, parsnips being placed so that they could have the benefit of the entire growing season, while between were placed first rows of radishes and lettuce and later bunch beans. The beets, later in the season, gave way to a few late cabbage plants. An area was devoted to a dozen tomato plants trained to a single stem on stakes about 4 feet high. These were planted about 18 inches apart in each direction which gave them ample room for maturity. It was



Plans for a Small Garden.—In this plan all the vegetables named are planted in rows across from the inside lateral rows of strawberries. As rapidly as each kind of peas matures and the crop is over, kale is planted in its place. The ground to be used for tomatoes is first planted with onion sets, and these onions are used as rapidly as needed. When the time comes to set out the tomatoes, some of the onions are dug to make space for

necessary, however, that the site for tomatoes should be as sunny as practicable. In the least sunny portion of the yard early and late peas were planted together with a row of sweet peas to supply a few much prized blossoms for the table.

Before the tomatoes were planted, onion sets occupied the area and were allowed to remain until large enough for use or until it was necessary to thin them in certain areas to make space for planting the tomatoes. A few parsley plants were placed in a convenient corner where they did not receive too much sunlight but where the environment was as cool as possible and sufficiently moist to keep the plants growing. In the autumn it was found wise to plant spinach, kale, and potato-onion sets in order that a supply of green succulents might be had during the winter and early spring.

KEEP YOUR PLAN AS A GUIDE TO NEXT YEAR'S GARDEN

The plan once made out should, of course, be followed carefully throughout the season, especially with regard to the dates for planting. Where it is necessary to change a date this should be indicated on the plan. The plan also will serve as a convenient memorandum sheet for keeping a fairly complete record of the garden. On it can be entered notes regarding success or failure of the different vegetables, and whether too much or too little of any variety was planted for the family needs. Failures with certain vegetables or seed, especially where the plants showed any sign of root diseases, should be noted carefully and if possible the reasons for failure indicated. When the season is over

the tomato plants. When the tomato crop is over, the ground is occupied by spinach as the third crop. Spinach is also planted as soon as the bulb onions from the side are gathered. The beans, carrots, and peas are succeeded by late cabbage, and between the rows of late cabbage "potato-onion" sets are planted. Late beans are planted between the rows of parsnips after the radishes and lettuce have been gathered.

this plan should be filed until the next period for indoor gardening comes around. The wise gardener will study the old plan carefully and rearrange his vegetables so as not to grow the same kind the second year in the same part of the garden. He also should be particularly careful to transfer to other parts of the garden,

or not to attempt to raise at all, those vegetables which have suffered from root-knot or similar diseases. If his notes are at all complete, they will help him to look up subjects in advance in bulletins, and also will show him what vegetables are most worth while and what hardly pay for the time and trouble spent on them.

The Parents' Department of the Sunday School

By W. C. PEARCE

THE NEED

During recent years there has been a remarkable awakening of interest in work for parents. It has found expression in articles in the religious and secular press, in requests from parents for assistance in solving their problems, in the formation of parents' clubs and associations, and in a large increase in the publication of books and periodicals dealing with child training in the home.

It has long been recognized that the home is the greatest factor in the moral and religious education of the child. The parents' influence on the child is more natural and varied, and is exerted over a longer period of time than any other. While moral and religious principles may be taught elsewhere, they must be expressed in the everyday life of the home or they are useless. The father and mother have exceptional opportunity to teach religious truth through their answers to the child's questions. Owing to the peculiar intimacy and affection of the family relationship, the atmosphere of the home and parental example have a great influence in shaping conduct. The home also offers the best training for the larger social relationships.

THE OPPORTUNITY

The Sunday School occupies a strategic position for the accomplishment of the moral and religious education of the child, as it is the

regular educational agency of the church, and has the necessary machinery for this purpose. While it is evident that the home has a responsibility for this task which can be met adequately by no other agency, parents are throwing this responsibility more and more upon the Sunday School, owing largely to the marvelous development of that institution within recent years. For this the Sunday School possibly is partially at fault in failing to do more in raising the ideals of the home and training parents for their work. The public school cannot do this work because it does not reach adults, and it is not until adulthood is close at hand that they are ready for the training. The Sunday School, therefore, is under obligation to raise the ideals of the home and to train parents for their work.

HOW IT CAN BE MET

For a number of years religious leaders have been seeking to find a method by which the training of parents may be accomplished in the Sunday School. Such a workable plan is found in the Parents' Department. While its primary object is that of raising the ideals of the home and awakening parents to their responsibility in order that moral and religious training may be accomplished in the home, there should also result from this work a closer relationship and coöperation between

the Sunday School and the home, and an increased interest on the part of parents in community problems affecting childhood and youth.

THE PARENTS' DEPARTMENT IN THE LOCAL SCHOOL

Organization.—The Parents' Department is a regular department of the Sunday School, with its own superintendent, but, as its work affects the entire school, it is related to and works with all of the departments.

The department should be in charge of a superintendent who is intensely interested in the work and who is willing to specialize in order that it may be developed along as many lines as possible. The following paragraph indicates some of these. Where there is but one class, the teacher of that class may be the superintendent of the department.

Method of Work.—The most important work of the Parents' Department is the organization and maintenance of parents' classes for the study of problems in connection with the moral and religious education of their children. The work of these classes is discussed elsewhere in this article. The Parents' Department is part of the Adult Division work, in coöperation with all the Adult Division classes.

Among other activities are the following: Providing for individual study of the parents' course by those who find it impossible to attend a class, coöperating in this with the Home Department and Cradle Roll; establishing a parents' library, with a plan for the distribution of books, organizing neighborhood clubs or classes of mothers living in the same neighborhood, meeting at the same hour during the week; through the Elementary Departments of the Sunday School, planning for exhibits of the children's work, to which mothers are invited; holding occasional meetings of parents and teachers for the discussion of plans for mutual helpfulness; observing special days in honor of

fathers and mothers; coöperating with the Intermediate and Senior Departments in holding "Father and Son" and "Mother and Daughter" banquets.

THE PARENTS' CLASS

Membership.—As the name indicates, parents' classes should be composed largely or wholly of parents. Under some conditions it may be wise to include Sunday-School or day-school teachers in the membership. However, some caution should be observed as the presence of the teachers may shut off the free discussion which is so essential to a parents' class. The same object may perhaps be attained by an occasional meeting of the teachers with the parents' class. Where it is possible, it is well to group the parents into classes according to their interests. The following grouping is suggested:

1. Classes of young parents. The special need of the young mother who is without experience leads her to respond readily to an opportunity to join such a class. The nucleus may often be found in the group of mothers who bring their children to the sessions of the Primary and Beginners Departments. The father needs this training as much as the mother. We ought always to bring them into the group.

2. Classes of fathers of adolescent boys, or of boys approaching adolescence. Fathers commonly leave the training of their boys to the mother in infancy and childhood, but during the period immediately preceding adolescence, the father becomes an especially important factor in such training. The problems of adolescence are therefore a center of interest around which it is easy to gather a group of fathers.

3. Classes of mothers of adolescent girls.

4. Classes composed of fathers and mothers of adolescent boys and girls have been successful in some places, but to insure freedom of discussion, and because the part of the father in home training is different from that

of the mother, it is better to maintain the separate grouping. Occasional meetings together are helpful.

The Leader.—Leadership is the great problem of the parents' class, but is not an unsurmountable one. It has been demonstrated that trained leadership, while it is desirable, is not necessary. Some very successful classes have been maintained by untrained leaders. A thoughtful mother, who has a vision of the work, who keenly realizes her own problems, who is tactful and sympathetic makes the best teacher for a mothers' class, while usually a father can best guide a fathers' class. Sometimes a trained teacher can be found who is willing to assume this responsibility. No person should be chosen as leader who will take a dogmatic position in the discussion or who will monopolize it, but a leader should be able to guide the discussion in order that it may be kept to the subject in hand. In some classes a different leader is chosen for each session. This is not so desirable and is impossible without a strong organization back of it. There may, however, be a change of leader every three or six months.

Organization.—Organization is valuable, but not essential. The amount of organization required depends upon local conditions. The following officers are suggested: president, secretary, and leader, with a membership committee, a social committee, a service committee, and others as the work may require. The organization may be similar to that of any other adult class.

Time of Meeting.—A great deal of latitude must be allowed as to the time of meeting. Generally, however, the Sunday School hour is most favorable to success. Sunday afternoon, a week-day afternoon, or a week-day evening are also suggested. One very successful class meets on a week-day morning. If it is not possible at first to secure a weekly meeting of the class, one meeting bi-weekly or monthly may be the forerunner of a class holding sessions each week. If the course of study be

well planned in advance, it will be found easier to maintain interest by holding meetings weekly.

Courses of Study.—The following plans are suggested for courses of study: First, a course based upon one of the more popular books on the home training of children; second, the preparation of a list of topics with references to books on the subject under each. The grouping of these for use in classes would follow three general lines: (1) An elementary course for parents of young children; (2) a more advanced course to be used after the first course is completed; (3) a course for parents of adolescent boys and girls. It will be found best to plan courses of from three to six months. Long courses are not so successful. Out of the large number of books available for this purpose, a suggestive list has been selected, which will be found at the end of this article.

Every Sunday School should seek to build up a parents' library for the use of members of parents' classes and for parents who cannot attend the sessions of these classes. Where the funds are not available arrangements may be made with public libraries to borrow sets of these books. It would be helpful if the school would subscribe for one or more copies of magazines which deal with the home training of children for circulation among parents. (See appended list.)

Method of Conducting Class Sessions.—The object of the class is to give practical help to parents in solving their problems, not to exploit educational theories; therefore that class is most successful which secures free and frank discussion on the part of the parents.

If a text-book be used the lessons should be assigned in advance, and an effort be made to secure careful reading or study by the members. One method is to have the leader or some appointed person give a synopsis of the chapter, followed by a report on the references. This should be followed by a discussion, brought

out either by means of questions or by a statement of concrete cases in which the principles of the lesson are involved. Or the lesson may be taken up paragraph by paragraph, a discussion following each. Sometimes it may be well to devote an entire session to a review of the lesson, and the following session to its discussion. If members are asked to be prepared with concrete problems from their own experience, it will aid in the discussion. Again, the leader may ask a series of questions which will bring out points in the lesson. This method presupposes preparation on the part of the members.

If the topical plan is used, much the same methods may be followed, the reports being on references which have been assigned in advance.

The more the class is linked up with the life of the home the greater will be its helpfulness to its members. It will aid in securing the practical application of the results of the class discussion if opportunity is given at each session for parents to report on the success of any plans that may have been adopted as a result of the class meetings.

Great care must be exercised in order that the discussion may not degenerate into purposeless conversation. There is great need of tactful but firm guidance on the part of the leader.

It has been found helpful to appoint some one each week to gather up the main points in the discussion and present them in the form of a summary at the next meeting.

HOW TO BEGIN

Several plans are suggested as follows:

1. Have the pastor preach a sermon on "The Parents' Responsibility for the Religious Education of the Child," or some allied subject, following which request him to announce that a parents' class is to be organized, and ask all parents interested to write their names and addresses on cards which have been placed in the pews.

2. If your Sunday School celebrates "Mothers' Day," plan for a conference of the mothers present after the exercises of the day are over. At this conference present the plan, and arrange for a meeting for the purpose of organization. The same plan may be followed at the celebration of Fathers' Day.

3. At a "Father and Son" banquet, hold separate conferences of the fathers and the boys. At the former submit the plan, arrange for an organization meeting. The same plan may be followed in the organization of a mothers' class.

4. Canvass the mothers whose children are members of the Elementary Division and call a meeting for organization.

5. Follow the same plan for fathers and mothers of Secondary boys and girls.

6. Ask the adult leaders to canvass their own membership for parents who might be transferred to one of these classes. This transfer can be made for the Sunday recitation period without their losing their membership in the adult class.

7. In connection with an exhibit of hand work or other similar occasion hold a conference of mothers.

Whatever plan is adopted to inaugurate the work, it is necessary—

1. That at least one person in the Sunday School shall be intensely interested in the work and its possibilities, and that the matter be talked up publicly or privately, or both, until there is a group of interested persons, including parents and those responsible for the management of the school.

2. Suggest a leader. The difficulty of securing a leader will be one of the first objections raised, and it is well to be prepared.

3. Examine course of study and become enough acquainted with them to have several to suggest, or if the topical plan is followed, have a list of topics ready from which to choose. Definiteness in suggestion is always helpful.

4. When the first meeting is arranged, advertise it from the pulpit, in the church calendar, by correspondence, etc.

5. At the first meeting, organize, select a course of study, and plan for future meetings.

A list of leaflets on ways of working will be found at the end of this article.

PROMOTION OF PARENT TRAINING THROUGH THE ORGANIZED SUNDAY SCHOOL WORK.

The Organized Sunday School Work should, through its state, county, and district officers, seek to organize Parents' Departments in every school. The following are suggestions for the promotion of this work.

1. Seek to become fully informed as to the work of this department.

2. Arrange to have the work presented to Sunday School workers, at every state, county, township, and district convention or institute.

3. At every convention and institute hold a parents' meeting, at which plans should be presented.

4. Distribute leaflets and other literature on this subject.

5. Devote a section to the Parents' Department in the Association paper or bulletin.

6. Work out the problems of the Parents' Department in some typical Sunday School in your territory as an object lesson to others.

7. Maintain a parents' section in connection with your community or city training schools.

8. Seek to interest the schools through visitation and correspondence.

9. Provide in state, provincial, county, and district associations for the supervision and promotion of the work by special officers, similar to that in other departments.

The time is ripe for the inauguration of this work on definite lines. There is a crying need for it which is felt by parents and religious leaders. The Sunday School has an effective means of meeting this need. This constitutes an obligation. Will the Sunday School and those agencies which exist for the purpose of extending and perfecting its work awake to their opportunity and work with God through the institution of the family toward the realization of His great purpose?

10. Make a collection of books and other literature suitable for use in parents' classes for exhibit at all conventions and institutes.

Just Smile

Whenever everything seems tinged with blue
And nothing pleasing meets your view,
When 'en your friends seem cold, untrue
Don't frown, don't sigh
Just smile!

When grief and care walk at your side
Alone with them you must abide,
There seems no help in world so wide

Don't frown, don't sigh
Just smile!

'Tis darkest hour before the dawn
From deepest grief, joy, hope are born
And soon for you a glorious morn.
Don't frown, don't sigh
Just smile!

HELEN STOWE HODGES.

Who Told the News

Oh, the sunshine told the bluebird,
And the bluebird told the brook,
That the dandelions were peeping
From the woodland's sheltered nook;
So the brook was blithe and happy
And it babbled all the way
As it ran to tell the river
Of the coming of the May.

Then the river told the meadow,
And the meadow told the bee,
That the tender buds were swelling
On the old horse-chestnut tree;
And the bee shook off its torpor
And it spread each gauzy wing
As it flew to tell the flowers
Of the coming of the Spring.

Program for Parent-Teacher Associations for May

The Programs given from month to month require the service of three members of the association for each meeting. They develop home talent, at the same time providing papers of educational value in child-nurture. They ensure a high standard for the season's meetings, and awaken wider interest in child-welfare as the members learn of the movement throughout the world.

FIRST TOPIC (To be read by one member).

TWO AGENCIES IN EDUCATION OF CHILDREN. Calvin R. Kendall.

SAFETY FROM FIRE. Ira N. Hoagland.

SECOND TOPIC (To be assigned to another member).

WHAT OTHER PARENT-TEACHER ASSOCIATIONS ARE DOING. See **STATE NEWS.**

THIRD TOPIC (To be assigned to third member).

CURRENT NEWS OF WORK FOR CHILD-WELFARE, gleaned from all sources, both local and international.

LOAN PAPERS ON CHILD-NURTURE

Send for the printed list of Loan Papers on Child Nurture and Child Welfare prepared especially for program use. The list will be sent free, provided stamp is enclosed. The papers are type-written. Twelve may be selected and kept for the season at a cost of \$2.00.

They have been written by specialists to meet the needs of parents in dealing with problems of child life at different stages of its development. Single papers will be sent for twenty-five cents and may be kept three weeks. Many new papers have been added to the list.

The Report of Third International Congress on Child-Welfare contains a wealth of material for use in Parent-Teacher Associations. Price \$1.00 to Parent-Teacher Associations. Send orders to National Congress of Mothers and Parent-Teacher Associations, 910 Loan and Trust Building, Washington, D. C.

BOOKS FOR PARENTS

A list of 25 books suitable for use of parents will be sent to those who desire it. A Circle of 25 members can have a valuable circulating library if each member can buy just one book, or these books may often be secured from the Library.

Work for Child Welfare by Parents and Teachers in National Congress of Mothers and Parent-Teacher Associations

STATE NEWS

IMPORTANT NOTICES

News items from the States must be in the hands of the editorial board by the tenth of the previous month to ensure their appearance in the next magazine. The editorial board earnestly asks attention to the necessity of complying with this rule.

The magazine invites wider correspondence with local circles and associations. Send us reports of what you are doing. It will be helpful to others.

The necessity for brevity will be realized, as space is limited and every month more states send news. News is **WORK DONE, OR NEW WORK PLANNED**. Communications must be written with ink or typewritten.

The **CHILD-WELFARE MAGAZINE** offers to every new circle one year's subscription free provided that with the application for the magazine is enclosed a receipt from state treasurer showing that dues of ten cents per capita have been paid, and second a list of officers and members with their addresses.

This offer is made to aid new circles with their program and to give them the opportunity to become acquainted with the great organized parenthood of America.

ALABAMA

The visit of Mrs. Schoff and Mrs. Thacher to Alabama has awakened new interest in the Congress.

In Montgomery, the Mothers' Circle, the oldest organization of its kind in the state, acted as hostess on March 27, at a luncheon at the Exchange which provided an opportunity for the women of the city to become acquainted with these well-known workers for child-welfare. The first president of the circle, Mrs. A. J. Goodwin, presided in her characteristically charming manner, and introduced the speakers. Mrs. Goodwin was herself presented by Mrs. Hodges, president of the circle. Besides Mrs. Schoff and Mrs. Thacher, talks were made by the state president, the city juvenile probation officer, the assistant factory inspector, the ex-president of the State Congress, the superintendent of the Alabama Children's Home Society, by a past president of the State School Improvement Association, by a visiting child-welfare worker from Washington, all of these speakers being women deeply interested in the work they represent.

In the evening, an interesting program was carried out at Sidney Lanier School, Mr. J. K. Jackson, a member of the city board of education, presiding.

On Wednesday and Thursday, the annual meeting of the State Congress was held in Birmingham, at the Tutwiler Hotel. The meetings were well attended and showed much enthusiasm among the members.

The election of officers resulted in the choice of the following: *President*, Mrs. B. F. Hardeman, Montgomery, reelected; *First Vice-president*, Mrs. N. L. Bagley, Birmingham, reelected; *Second Vice-president*, Mrs. I. W. Broughton, Birmingham; *Third Vice-*

president, Mrs. P. T. Vann, Anniston; *Fourth Vice-president*, Mrs. A. F. Hilllike, Ensley; *Fifth Vice-president*, Mrs. A. I. Moffett, Wylam; *Recording Secretary*, Mrs. J. P. Levy, East Lake; *Corresponding Secretary*, Mrs. P. W. Hodges, Montgomery, reelected; *Treasurer*, Mrs. E. A. Parker, Montgomery, reelected; *Auditor*, Mrs. J. H. Ferrell, Wylam.

The afternoon meeting brought to a close the most successful convention ever held by the Congress.

Five delegates to the National Convention are, at this writing, in Nashville, attending the National Convention.

Three new circles, Boaz, Hemphill and Atmore, have joined the Congress since the March report. Two other circles are anticipating becoming members.

On February 24, the Mothers' Circle of Greenville observed Health Day, with a lecture by Dr. Sanders of Troy on "Children's Diseases and their Prevention," dealing with the first two years of the child's life. This lecture will be of much benefit to the young and inexperienced mothers of Greenville.

ARIZONA

The Arizona Congress of Mothers and Parent-Teacher Associations met in February at Phoenix. Twenty-six associations are in membership, but some of them are so far distant that they cannot even send a delegate.

We regret that we shall not be able to have a delegate at Nashville, but we will be with you in spirit, and will try to get all we can from the reports.

We think we are going to be able to do better work in all lines the coming year.

The congress pin has been much appreciated here, and many have been purchased.

CALIFORNIA

Fire protection in the schools of San Francisco was discussed yesterday at a meeting in the Exposition Auditorium called by the San Francisco Congress of Mothers.

The several speakers who had given conditions by their own investigation found that there is a gross neglect of the common rules of safety in this city and that the State laws regarding fire protection in schools are flagrantly violated.

The meeting began at 3 o'clock sharp, and after the scheduled addresses there was a general discussion of the present school problem, particularly in regard to fire protection.

SANTA BARBARA

The joint Parent-Teacher Association, under its President, Mrs. A. R. Edmondson, planned and with a few other organizations held a Better Babies' Conference (203 examined), Exhibit and Lectures, November 9-12, 1914. No definite follow-up work was planned.

A great many more organizations and individuals were helpful in making Children's Week, March, 1916, a success. Practically everyone who had served before reenlisted, every feature was retained with all possible improvements while others were added to interest parents and older children themselves. Follow-up work was kept in mind from the start.

Besides the Children's Bureau pamphlets many helpful suggestions were obtained from the CHILD-WELFARE MAGAZINE and "Annual Report of (Calif.) Mothers' Congress." A few of the things done by parents and teachers were:

A. Survey—How Children Spend Time Outside of School.

- (a) High school vocational (see enclosure).
- (b)* Lower grades, monthly reports, pictures.
- (c) Exhibit by students of private, intermediate and high schools of articles made by them outside of school.
- (d) "My favorite moving picture" composition, third to eighth grades.

B. Partial Survey.

- (1) Clothing worn and appropriate for different ages. Report and Exhibit—and special window displays in stores.
- (2) School lunch. Report for Parent-Teacher Associations only. Exhibit and demonstration.
- (3) Ventilation and sanitary arrangements of school buildings. Report for Parent-Teacher Associations.
- (4) What school and other organizations are doing for children.

* Special reference to need of playgrounds in different localities.

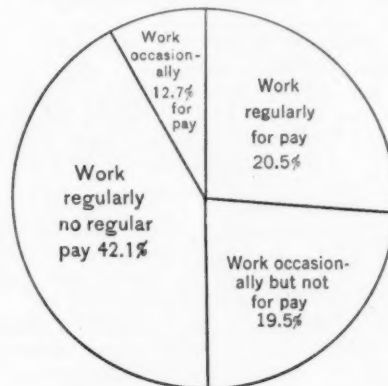
One of the most interesting features from the publicity standpoint was the special issue of the High School Weekly, 1,500 copies of which were distributed to business houses, hotels, and to fathers of parochial and public school children on father's day. This issue was gotten out by the regular staff.

The publicity end, as ever, was one of the most difficult and interesting problems. The evening and morning papers were generous with space—window cards, posters and dodgers were used, yet we all feel that we have a great deal to learn in the advertising game and will be most grateful for suggestions along this as well as other lines.

SURVEY DEC. 1, 1915

Per Cent.

Study out of school hours	82
No study out of school hours	18
Pupils earn \$199.35 each week.	
Do not work outside school hours	5.2



At home—about house	28.2
Miscellaneous	27.48
Work in stores	9.56
Work at odd jobs	9.5
Deliver papers	4.78
Do office work	4.18
Do delivery work	2.75
Receive pay for music	2.75
Work at theaters	2.39
Do janitor work	1.59
Work at drafting	1.59
Work for walnut growers	1.99
Work for builders	1.19
Work in machine shop	1.19

ALL IN COMMUNITY MAY SHARE IN IMPROVEMENT.

Public.

County. Should provide:

1. County Hospital separate from County Farm. Adequate provision for tuber-

- cular patients of standard to secure state aid.*
2. Inspection of animals slaughtered for food.
 3. (a) Inspection of dairy cattle.
(b) Milk commission appointed by County Medical Society necessary under dairy law to go into effect October 1, 1916.
- City.* Should provide:
1. Adequate appropriation for Health Department.
 - (a) With provision for full time health officer trained in public health.
 - (b)*City laboratory.
 - (c) Revision of ordinances on health and sanitation. Suggested: Campaign against flies and filth. Habit-forming patent medicines. For better birth registration and reporting of contagious diseases.
 2. More efficient sewage disposal system. Clarification system and outfall extension.
 3. Municipal playgrounds, extension.
- Schools.* Should establish:
1. (a) Dental inspection of school children at least once or twice each year.
 - (b) Medical inspection of school children at least once or twice each year.
 2. Courses in:
 - (a) Hygiene.
 - (b) Home-making (six months) required of junior or senior girls; high school (six months optional).
 - (c) Practical house-work, cooking, sewing, home care of children or sick, in night and vacation classes.

Associations:

1. Parents' Advisory Bureau (different existing agencies coöperating). Objects:
 - (1) To help parents of sick, backward and naughty children.
 - (2)†Distribute helpful literature.
 - (3) Provide for lectures on public welfare.

First action would be to:

- (1)‡Arrange special follow-up clinic for Better Babies' Conference.
- (2) Extend use of baby and dental clinic at Visiting Nurses.
- (3) To establish and conduct Milk Station, after certified milk is secured.
- (4) Young People's Employment Bureau at Recreation Center.

* Use of laboratory offered by Cottage Hospital.

† Permanent Committee of Collegiate Alumnae.

‡ At Visiting Nurses Tuesday and Friday P. M.

CIRCULAR LETTER MAILED TEN DAYS TO
TWO WEEKS IN ADVANCE

Santa Barbara will celebrate Children's Week, March 5 to 11, and so share in the Nation-Wide Baby-Week Campaign, inaugurated by the General Federation of Woman's Clubs and the Children's Bureau of the United States government.

The purpose of Children's Week is primarily educational, to give the parents of our city an opportunity to become better informed as to the best methods of caring for their babies and children; and to bring home to everyone in the community the importance of the careful nurture and training of the child.

It is our aim and hope that the interest and enthusiasm aroused at this time may serve to strengthen and increase the influence and effectiveness of all agencies, both public and philanthropic, which are working for our citizens of to-morrow, healthy, happy, well-trained children.

Your help is of the greatest importance and we feel confident that you will earnestly co-operate for the success of Children's Week and in the continuous effort for the welfare of Santa Barbara's greatest asset, her boys and girls.

Those who will Coöperate in Santa Barbara for the Nation-Wide Children's Week.—Association of Collegiate Alumnae, associated charities, business men and women, the children themselves, churches, city officials, Graduate Nurses' Association, hospitals, juvenile court, medical society, men's organizations, moving picture houses, Neighborhood House Association, Native Daughters, normal school, Parent-Teacher Associations, public and private schools, public library, Teachers' Club, Visiting Nurses' Association, women's organizations, Woman's Club.

DELAWARE

The annual convention of the Delaware Branch of the National Congress of Mothers and Parent-Teacher Associations was held at Harrington, Delaware, Friday, February 25, in the Methodist Episcopal Church. The morning session was devoted entirely to business. Delegates of parent-teacher associations of the state were present, also, the superintendents of schools of the different counties. Officers for the ensuing two years were elected. President Marshall insisted that her resignation must be accepted, because of pressure of other work and Mrs. Garrett S. Harrington was elected to fill her

place. An expression of appreciation of the splendid work done by the retiring president was given by a rising vote. The following officers were elected: *First Vice-president*, Mrs. G. W. Marshall, Kent; *Second Vice-president*, Mrs. O. V. Wooten, Sussex; *Third Vice-president*, Mrs. J. B. Cleaver, New Castle; *Recording Secretary*, Mrs. Lila Wilson-Aron; *Corresponding Secretary*, Mrs. Lorenzo T. Jones; *Treasurer*, Mrs. Thos. Carpenter; *Auditor*, Mrs. Wm. Orr. *Board of Directors*, Mrs. Geo. H. Wiggins, Townsend; Mrs. Mary E. Davis, Clayton; Mrs. Kennard S. Chandler, Hockessin; Mrs. Geo. Potter, Harrington; Miss Anna Hall, Milford; Miss Catharine Moore, Richardson Park; Mrs. Thomas Rawlins, Seaford; Miss Mary Taylor, Wilmington; Mrs. W. R. Nabb, Laurel; Mrs. Howard Cook, Georgetown.

A motion was made and carried giving the new president power to add to this list as she sees the need.

Delegates were elected to the National Congress of Mothers and Parent-Teacher Associations, to be held at Nashville, Tenn., April 4-9.

The afternoon session consisted of greetings from guests, reports of Parent-Teacher Associations of the state, and addresses by the county school superintendents. Professor Cross reported for New Castle County and told of many good things being done and of an old-new work, a school paper, a thing which did exist sixty years ago, but had long since been abandoned. We hail with delight this added sign of progress in our schools. Professor Carroll spoke encouragingly of the work in Kent County, as did also Professor Hardesty for Sussex County. The afternoon session closed with a splendid talk from Miss Earle, of Wilmington, on "Social Hygiene." A rising vote of thanks was given the Hospitality Committee for the delicious luncheon, so beautifully served, also a vote of thanks to the pastor, Dr. V. P. Northrop, and the official board, for the use of the church, and to the choir for the delightful music rendered.

An executive meeting of the Delaware Branch of the Mothers' Congress and Parent-Teacher Associations was held at the home of the president, Mrs. Garrett S. Harrington, Harrington, Delaware, Thursday afternoon, March 9. Officers and chairmen from different parts of the state attended. A delicious luncheon was served by the hostess, after which the entire afternoon was devoted to business. Plans were made for work for the coming year and each member of the board showed her willingness to give the president her loyal support.

A committee, consisting of the retiring president, Mrs. G. W. Marshall, the new

president, Mrs. G. S. Harrington, and the corresponding secretary, Mrs. Lorenzo T. Jones, was appointed to compile a Year Book for the state. The corresponding secretary was also instructed to write a letter to each association in the state, not affiliated with the Delaware Branch of the Mothers' Congress and Parent-Teacher Associations, urging them to join the state and national organization.

It was recommended that each parent-teacher association send reports of any work done, to the press correspondent, Mrs. Thomas M. Rawlins, Seaford, Delaware, who will forward same to the CHILD-WELFARE MAGAZINE and, also, to papers of the state.

The meeting adjourned with a rising vote of thanks to Mrs. Harrington for her hospitality.

GEORGIA

The State Convention of the Georgia Branch of the National Congress was held in Augusta, lasting two days. The attendance was large, enthusiastic, and the addresses by the mayor, the city superintendent of schools, Professor Lawton B. Evans, Judge Tindall, Dr. Charles Crouch and others, including the national and state officers, showed the great progress already made in Georgia, the native state of the founder, Mrs. Theodore W. Birney. Mrs. J. W. Rowlett, of Atlanta, the efficient president, was reelected for another term of two years.

IOWA

The Iowa Congress of Mothers and Parent-Teacher Associations' Round Table held in connection with the Northeastern Iowa Teachers' Association March 31, 1916, at Waterloo, Iowa, was attended by a large and interested audience.

Mrs. C. P. Colgrove, the leader, opened the meeting. She called attention to the character and scope of the work and to the fact that this year is the twentieth anniversary of the National Congress of Mothers. It is the only organization existing solely for the promotion of child welfare, and while it does not lay claim to having originated all the movements inaugurated for child welfare, it has done much of the pioneering and has worked constantly for the unifying of these movements. It has aimed to establish motherhood as a science, to make the idea of parent-teacher associations universal, to promote a wider use of the school plant, to conduct systematic campaign for juvenile courts and probation system.

There was no child labor commission in existence when the Mothers' Congress inaugurated the movement to regulate the

employment of children in mines and factories. The Country Life Division of the Department of Agriculture and the Home Education Division of the Bureau of Education as well as the Children's Bureau were urged and promoted by the Mothers' Congress.

The formal program was opened by Professor Macy Campbell, of the Iowa Teachers' College, on "Play as a Factor in the Education of the Child." Using the angleworm, the mud-turtle, the kitten, etc., as examples he showed that the animal that plays the longest rises highest—as play-time lengthens the type improves. He declared play was the most vital factor in building a man and urges teachers to devote one hour per day to play with children. Municipal playgrounds should be at the school house, and parent-teacher associations can do much to establish them there. Play is the most potent force devised in developing initiative and initiative is the greatest prize in life today.

Professor J. C. McGlade under the subject "We" showed that the law of school organization is the law of coöperation. The story of Mark Hopkins on one end of a log, Garfield on the other, as an illustration of an ideal school was told not to minimize good equipment but to emphasize good teaching. "As the teacher so the school" is both true and false. A poor teacher can put to naught all the good forces in the community, but a good teacher cannot entirely overcome indifference and lack of coöperation in the community. Paul's exhortation to the Romans could very well be applied to the school and community, for they too have many members in one body and all members have not the same office. Exposing a child to education will not educate him. The home must promote the work of the school and supplement it with regular duties and responsibilities. Too much have we thought of the girl's position in society and not enough of what can she contribute to society. The world asks, "What can you do?"

Superintendent F. T. Vasey, of Charles City, spoke on the subject, "What the Home May Do for the School." Superintendent Vasey told of visiting a home in England where there were five children in the public school. Desiring to visit this school and learn more of its methods, he found it would require nearly an entire day to finally secure the institutional permit necessary. The European idea he said seems to be—education is a science and must be turned over to experts and you who furnish the children must keep out. This is not so in America and the movement to bring together the

home and the school is one of our most marked tendencies during the past five years.

Mr. Vasey made three distinct points: (1) The child's time is divided between the guided instruction of the school and the leisure instruction of the home or street. Six hours only of the twenty-four are spent in school, ten hours in sleep, and too often in the remaining eight hours of leisure—the influence of which is more potent than that of the school—the child is left to grow as weeds. The training of a child is a most serious thing and what a boy learns out of school is just as important as what he learns in school.

(2) The responsibility of the home lies in removing or preventing handicaps in children, such as defective eyes, ears, throat, teeth, etc.

(3) Parents and teachers must learn that there is a great variation in the ability of children to do in the classroom. In a class of thirty-six, twelve will work more slowly and less effectively. This problem can be solved only with the help of the home. The parents must know of this condition and provide extra time so that these children can enjoy the stimulus of success.

Dr. Kepford emphasized the importance of health. For example, defective teeth are monitors of the general condition of the body and react upon the morality. He declared prevention to be the biggest work of the century.

Mrs. J. W. Kerns spoke of the practical results of parent-teacher coöperation on College Hill at Cedar Falls. She told how through physical examination imperfect teeth had been made perfect. They have established playgrounds and children's gardens; through agitation a moving picture circuit of educational films has been placed in the three state schools; they have enjoyed films on the honey bee, the making of magazines, the making of iron, Yellowstone Park, Switzerland, Les Misérables, the Pied Piper of Hamelin. They have started competitive essays on the fly, had picnic suppers and social evenings, and practically done away with school parties. They curtailed graduating expenses by limiting the cost and number of dresses, class rings and pins. All this brought out a lively discussion and many questions.

Superintendent Vasey was recalled to tell of the school nurse in Charles City, which he did at some length, showing that they not only prevented epidemics, but had saved individuals from blood poisoning, etc., by watchful prevention. At first they paid eighty dollars a month for a nurse's full time; now they pay fifty dollars for part of the time. She has laid bare conditions in the town among the very poor which resulted in

the organization of a social service league. Similar round tables are held in each of the four district teachers' associations. Parent-teacher associations are being organized in all parts of the state, and by affiliating with the state congress, enables it to issue helpful printed matter and promote in many ways the work throughout the State.

Mrs. Ruste, state president, is this week attending the National Congress at Nashville, Tenn. In recognition of her work through the Mothers' Congress, Mrs. C. P. Colgrove was elected vice-president of the Northeastern Teachers' Association. With her splendid ability and acquaintance with the home and the school and the mother of a growing family she will be an ideal officer.

MISSOURI

Although the Mothers' Congress is working continuously through its many branches for child-welfare from the cradle up, especial attention was given to the celebration of a National Baby Week in March, and reports from all sections of the state show the co-operation of the congress in this important movement.

In Springfield Dr. Edwin F. James, Congress Chairman of Child-Hygiene, in a talk before the mothers, placed great emphasis upon the necessity of registering the births of the babies, urging that the state organization take up the matter as one of the prime objects of its work.

Professor Horace F. Major, assistant professor of landscape gardening, and superintendent of the grounds of the State University, was an interesting speaker in Springfield during Baby Week. His lecture on gardening, at the high school auditorium, March 8, was preceded by a luncheon at Heer's Tea Room, given in his honor by the Council of Parent-Teacher Association. Other guests of the council were: Professor W. W. Thomas, City Superintendent of Schools; Dr. Edwin F. James, City Health Commissioner; F. B. Williams, City Counsellor; Professor C. H. Spurgeon, of Drury; E. E. E. McJimsey, President of the Park Board, and J. O. Jennings, President Trades and Labor Assembly.

Professor Gentry gave an illustrated lecture on outdoor work, and Miss Ethel Ranzone, of the Home Economic Department of the State University, also lectured under the auspices of the Parent-Teacher Association, during Baby Week.

Mrs. A. D. Bradley, hygiene chairman of the Kansas City Council of Mothers, obtained from the Board of Education a complete list of families in that city who have babies, so

that flags could be distributed to the various homes.

The Ashland school of Kansas City held a baby show of its own. One hundred "Better Babies," and three times as many adoring relatives, filled the auditorium of the Ashland School on March 3, when a reception and contest were given by the Parent-Teacher Association as a preliminary to the Baby Week celebration. Mrs. Elmer J. Corpeny is the president of this progressive circle.

Mrs. W. H. Jobe, representing the Kansas City Council, spoke on the work being done by this organization, and by the National Congress of which it is a part.

Medical inspection in the public schools is expected to result from Baby Week observance made possible by the Parent-Teacher Association of Hamilton. Mrs. W. W. Koonse, whose efforts were instrumental in bringing about this program, is especially to be congratulated. Petitions signed by nearly every one in the audience, signifying a desire for medical inspection in the Hamilton schools, will be submitted at an early date.

THE NATIONAL CONVENTION

The month of March we devoted to presenting the child-welfare work of the congress to cities and towns in every state. Five child-welfare conferences were held in March, and April 4 to 9 all groups of speakers arrived in Nashville, Tenn., for the Twentieth Child-Welfare Conference held by the National Congress of Mothers and Parent-Teacher Associations, with the Tennessee Branch of the Congress as hostess. The tour through the South is a joint tour of representatives of the Bureau of Education, and the National Congress of Mothers and Parent-Teacher Associations.

ST. LOUIS

Mrs. Charles McDaris, National Press Chairman, attended the National Convention at Nashville in response to a letter received from the Program Committee of the National, asking her to take part in the Round Table Conference in "The Immigrant Mother," Thursday, April 6, at 2:30 P. M. at the Capitol, Nashville. Mrs. McDaris told "What St. Louis Does for Foreign Mothers."

Attendance at the lectures of Miss Mabel Craig Stillman, engaged by the Council of Mothers of St. Louis and St. Louis County to talk on "The New Moral Education," has increased, officers of the council say, and, to date, thirty-three schools have arranged for her course of six lectures, thereby leaving only a few days in May open for other groups, while many of the schools have completed the course.

Members of the Home Circle of St. Louis contributed fifteen dollars to the war sufferers in Europe, and in honor of Baby Week celebration the Home Circle donated a beautiful sterling spoon as a prize in the baby contest.

The regular meeting of the Mothers' Circle of the Union Methodist Church, Tuesday afternoon, March 14, at 2:30, will be one full of interest. The speaker of the meeting will be Rev. M. F. Haw, pastor of Cabanne M. E. Church, South—Subject: "The Art of Story Telling Suitable for Children." This meeting will be an every-member-present meeting. The membership cards of the State National Congress of Mothers will be ready for distribution. It is hoped that each member will appreciate fully the importance of these membership cards. They are the links in a chain that binds noble motherhood in a nation-wide organization for child-welfare in the home, school, church, and state. Mrs. Frank M. Clover is president of this circle.

BENTON SCHOOL PARENT-TEACHER ASSOCIATION OF COLUMBIA

This club has voted an expenditure for both the domestic science and manual training departments. The equipment for the domestic science department brings the standard up to that of any in the state. The boys of the manual training department are building playgrounds equipment. This equipment is being constructed of the very best material that can be secured, and all posts, where needed, are set in concrete. The work is being done by the boys of the fifth and sixth grades.

KANSAS CITY

The following loan papers have been added to the collection in the reference room at the library: "Music in the Home," by Mrs. R. C. McLinn, of the Milton Moore Association; "Books for the Story Teller," by Clifford H. Nowlin, of the Northwest High School; "The Influence of the Moving Picture," by Miss Ann Welch, of Junior College.

Lists of free literature on subjects relating to children and the home can be obtained from all the state chairmen of literature or Mrs. William Frick, 6017 Wormald Road.

The Parent-Teacher Association of James School gave a program each afternoon of Baby Week, when the picture of James School babies was thrown upon the screen.

H. R. Eddy, national field commissioner of the Boy Scouts of America, will be in the city for three weeks and will address parent-teacher circles and community centers on boy training.

Mrs. P. P. Baldwin, president of the Horace

Mann Association, invites every member of the association to her home, 2115 East Thirty-fifth Street, to a silver tea, Friday afternoon, March 24, from two to five o'clock. The proceeds of the afternoon will be used in defraying the expense of the delegates to the state convention at Columbia.

At the "money party" given by the Greenwood association at the home of its president, Thursday afternoon, \$22 was raised to defray the expenses of delegates to the state convention. The manner of making this money was told in rhyme. The prize poem was written by Mrs. G. R. Kirke, 2330 Norton Avenue.

The Parent-Teacher Association of the James School will have a community center meeting to be known as "Fathers' Night," Friday night, March 24.

The Baby Week committee from the Kansas City Congress Council, assisted by members of the circles, addressed 4,000 envelopes to families where there are babies, inclosed 28,000 pieces of material, and distributed them to the schools, where, by order of the board of education, they were sent to the individual homes. Mrs. A. D. Bradley, the child hygiene chairman, planned and directed this work so well that the United States Children's Bureau congratulated her on her method.

The James School Circle held daily sessions during Baby Week with talks by specialists.

The Ashland Circle held a clinic for 100 babies in the district, and took in 100 new congress members. Leaflets on hot weather hints on the care of infants were distributed.

Lykins Circle entertained mothers of babies with talks on infant care and with lullabies. A mother whose baby had been saved at the fresh air camp of the Minute Circle, told what she learned there.

Graceland Circle, a new suburban member, canvassed the district for mothers of babies, and held a baby clinic. All children in the district, under kindergarten age, were presented with the colors of the school.

A large number of the other 45 congress circles in Kansas City held some sort of meeting during the week.

The Public Library printed a special list of its books for parents, which were distributed judiciously.

The Board of Education took a census of the families represented in the schools which possessed babies, and these were used for distribution of baby literature.

SPRINGFIELD

A movement for the cultivation of vacant lots and home gardens, inaugurated some

time ago by the council of Parent-Teacher Association, has received the support and coöperation of the Young Men's Business Club, the Park Board, and the City Federation of Women's Clubs. C. H. Hollied, landscape gardener employed by the city park board, will be at the service of all schools, which decide to cultivate a school garden, and will offer his services to such individual pupils of the public school as may apply for supervision and inspection of their home gardens.

In the summer-time boys find difficulty in securing employment, both for pastime and pecuniary gain. The fact that state laws prohibit the employment of boys under fourteen years of age, prevents the hiring of youngsters at most occupations. Professor Thomas, city school superintendent, suggested that this would not prevent the boys from working in the gardens, even at hire, as the law exempts agriculture as one of the occupations in which even the young boys from ten to fourteen years old might be employed for pay. A feature which it is hoped by those in charge of the gardening project will be adopted by residents of Springfield, more as a municipal than a school undertaking, is the window-box gardening proposition which is popular in many of the southern and western cities.

Mrs. Chas. Baldwin addressed the Boyd School Parent-Teacher Association, March 29, on the subject of window-box gardening as a movement to beautify the city, and at the same time present a gardening problem. The common dwarf zinnia, Mrs. Baldwin stated, was one of the most desirable flowers for window-box purposes, on account of its inexpensiveness, its beauty and its ability to withstand varying weather conditions better than some of the other flowers.

A photograph taken here during the recent handicraft contest in which the pupils of the public schools participated, under the auspices of the Springfield Council of Parent-Teacher Association, will be reproduced in the July issue of the *Ladies Home Journal*, according to word received yesterday by Mrs. F. O. Small from John E. Parker, art editor of the publication.

The picture selected is one showing a panoramic view of the McDaniel School pupils. The girls of the school are shown in the act of exhibiting the garments they made, and the boys exhibiting bird houses which they built in manual training classes.

Pictures of the McGregor and Greenwood School taken during the contest, were published in March 26 issue of *St. Louis Republic*, and a photograph of a section of the exhibit at the High School, February 26, appeared in the March issue of the *Missouri Woman*.

The Missouri Congress of Mothers and Parent-Teacher Associations yesterday went on record as favoring the enactment of the Keating Child Labor Bill, now pending in Congress, by sending a telegram to Senator Newlands, chairman of the Interstate Commerce Committee at Washington. The telegram was sent by Mrs. John Farrington, corresponding secretary of the state congress.

The action by the Missouri Congress was taken in response to a letter from the National Child Labor Committee requesting the Missouri Congress to express its sentiment relative to the child labor bill.

Mrs. J. B. McBride, president of the Missouri Congress of Mothers and Parent-Teacher Associations, will leave tonight for Nashville, Tenn., where she will attend the annual convention of the National Mothers' Congress, which will convene Tuesday morning, April 4. Mrs. McBride will make a report of the work of the Missouri Congress during the year.

A number of attractive designs for a state pin recently have been submitted to a committee from the congress. The one selected as the official pin is round in shape and is designed in silver and black enamel. The words "Missouri Congress of Mothers and Parent-Teacher Associations" encircle the figures of a mother and a child which form the center of the pin. The pins will be sold at the convention at Columbia.

MONTANA

The state meeting is to be in Helena, May 5 and 6. It is expected that State Chancellor Elliott will be one of the speakers at that time.

The days devoted to baby welfare through the state were such a success, that many possibilities appear for future work along this line. In Butte there are at present two main interests in all the circles: first, playgrounds—one circle recently earned nearly \$350 for equipment, and second, the securing of appropriate moving pictures for children. The latter interest is state wide, and will be considered practically at Helena. Some associations have neglected to join the state and national organization, but are gradually coming in, and will be represented at the state meeting.

NEW JERSEY

CAMDEN

The spring council meeting of the New Jersey Congress of Mothers and Parent-Teacher Associations was held in the high school building, Haddon Avenue, on Saturday, March 18, beginning at 10:30 o'clock, with 106 present.

After the opening prayer, the minutes of last council meeting at Princeton were read by the secretary.

The President, Mrs. Bechtel, in her address, told of the seven new clubs since the November meeting and explained "Teachers' Day," urging each club to give special homage to the teacher at its first meeting in October. Mrs. Bechtel also called attention to the differences between "county councils" and "county conferences," as some of the members did not quite understand; that, while the councils were intended for the officers of the clubs, in one locality, the conferences were for the members in general, at which conference, an officer or officers of the state congress would be present, if notified in time to make arrangements. Mrs. Bechtel also suggested using the thermometer to mark the membership, the mercury being "enthusiasm." As the "enthusiasm" arises, the membership increases. The annual convention for 1916 will be held in Upper Montclair, November 10 and 11, the program to deal with "The Spiritual and Moral Life of the Child."

After club reports from Atlantic, Bergen and Burlington counties were given, Mrs. Sandford, Chairman of Parent-Teacher Association, told some of the things that the Parent-Teacher Association stands for. The real true object is not to modify the community in its entirety, but to reach the individual home. Mrs. Sandford urged the clubs in making out their programs, to see that the fathers had something to do and repeated Dr. Kendall's suggestions as follows: (1) Equip schools; (2) teachers' social diversions; (3) study books on child training; (4) study some educational question; (5) why school expenses increase; (6) children's health.

Mrs. Bechtel explained the part the congress is to take in the summer school work at Ocean City, which is conducted by the State Department of Education. The congress is to furnish a speaker for each of the three afternoon conferences, July 17, 18 and 19. The president urged every club to send at least one delegate and displayed a list of hotels and cottages, which list could be procured at the desk.

Club reports again followed—Camden Co., Mt. Holly, Haddonfield, Manasquan, Collings Tract School, New Brunswick High School, Manahawkin, Pitman, Newfield, Cedarville, Rahway, Tom's River, Westfield, Port Norris, Cumberland Co. Council, Point Pleasant. Mr. Porter, of Bridgeton, spoke of the movement in the Bridgeton school, that five associations had just been formed, and Mrs. Reeve explained that a good cure for indifferent members was to give them something

to do. Reports followed—Gloucester Co., Middlesex Co., Coit School, Irvington, Mercer Co. clubs. Adjourned for lunch.

After lunch the Mercer County Church clubs explained their plans and purposes.

A rising vote of thanks was given to the entertainment committee of the Camden association, for their generous and delightful hospitality.

Mr. James E. Bryan, Superintendent of Camden Schools, welcomed the congress to Camden and urged that Camden be the meeting place soon again. Mr. Bryan said that the work of the public schools constitutes a great human problem. "Educators are thankful for help along all lines, for there is no problem in all the world equal to that of educating and developing the human child." While the school has a great deal of this responsibility, the home has still more, and it is most essential that these two factors in the child's life cooperate and coordinate. The growing complexity of school work which taxes the ingenuity of educators, but reflects the growing complexity of social life. "Non-attendance in our public schools is the basis of more than half the inefficiency," the speaker declared, "for the public school must exert its Americanizing influence upon the Un-American part of our country." The congress must help create a strong public sentiment to enforce attendance at the public school. Mr. Bryan said that the military bill presented at the recent legislature, was not feasible. While he believed in preparedness to some extent, he had joined in a strong appeal to defeat this bill—for, should the high school pupils be the only ones to have military training. There were still many problems to be solved, and schools will welcome any assistance that can come.

An agent of the Pennsylvania Railroad presented rates and routes for the National Convention in Nashville, Tenn., on April 3. The president had credential cards at the desk and urged each club to send a delegate.

After the reports of the Camden schools, Mrs. Marcy, Chairman of Hygiene, told of the different translations of the baby pamphlets and of the demands for them, and explained just what the exhibit consisted of and how it could be secured.

Mrs. Reeve, Chairman of Country Life Department, urged two things—first, the use of the organizations. Use the individual clubs and individual members, as well as the officers, and second, our help for the rural schools. Mrs. Welling emphasized this plea that Mrs. Reeve made and urged the "missionary spirit" throughout the congress.

The reports of the Plainfield association were read by the secretary and a few words

of greeting were given by Miss Wilson, who urged a "Safety Committee," to look into what should be done to prevent accidents, after which the council of 1916 adjourned.

Out of the 131 parent-teacher associations in New Jersey, 19 are affiliated with the national. Twelve new associations have joined since January 1, 1916.

TEXAS

Texas feels much encouraged about suitable moving pictures for children. A state committee has been appointed, Mrs. S. C. Kile chairman, to coöperate with all agencies possible in effort to secure a juvenile film exchange which can provide the pictures in sufficient number as to make the circuit practical. The demand for moving pictures adapted to children must be created through all organizations in membership.

A free dental clinic, through efforts of the San Antonio Council of Mothers, has been established in a central office building in the downtown section. The dental profession is making good in relieving many of the school children whose progress is retarded by the toothaches and other biting troubles.

The bill introduced by the Texas Congress of Mothers making physical examination of school children compulsory is already telling in good results. It is now possible for a child's defects, such as adenoids, enlarged tonsils, defective vision and other ills, to be corrected, through proper attention, free, and made possible because of the compulsory examination.

Through Mrs. Ed. Kneeland, the efficient chairman of our membership department since the organization of the Texas Congress of Mothers and Parent-Teacher Associations, twelve life members have been added, making an enrollment of thirty-six life members. Mrs. Kneeland not only strives for increased individual membership in all local organizations but for an increasing number of members in the state organization, and the results have been most gratifying. Two benefactor members now contribute more than \$200 annually.

One of the most important factors benefiting the work in Texas is the establishment of headquarters in a central office building,

San Antonio, Tex., 305 Gunter Office Building.

WASHINGTON

The State Executive Committee of Washington Branch of the National Congress of Mothers and Parent-Teacher Associations has distributed 3,000 copies of parents' reading courses among the members, and follow-up work is being done in Seattle in connection with the public library, which has placed the books listed in all of the five branches as well as the main library. During baby week the library and the large department stores, made an exhibit of these books.

The Officers' Council of the Parent-Teacher Association in Seattle has met with great profit. Consultation of the officers in regard to the conduct of the associations is mutually helpful.

The state convention was held in Centralia, April 5, 6 and 7.

The Child Study Department of Woman's Century Club is reading "The Wayward Child," taking a chapter or two at each meeting for review and discussion, and are receiving help from it.

CENTRALIA HIGH SCHOOL, LEWIS CO.

On the evening of February 17, a "Child Welfare Day" program was given in the auditorium of the high school building in Centralia. It was a union meeting of the circles of this city, and one of the largest of its kind ever held in the state of Washington. The auditorium seats 740 and there were at least 150 who stood through the exercises. Considering those who occupied standing room and those who returned home because of the fact that they could not obtain seats, about 1,000 people turned out for this meeting. Following is a part of the program which was well rendered and greatly appreciated by the large audience. "What a Mother Can Do For a Daughter," Miss Marie Christensen; "What a Daughter Can Do For a Mother," Mrs. Anna Lyness; "What a Father Can Do For a Son," Mr. David Robinson; "What a Son Can Do For a Father," Dr. E. L. Kniskern; Awarding of Flag, Mrs. F. E. Campbell, Chairman of the Evening.

To the National Congress of Mothers and Parent-Teacher Associations, Greeting:

Whereas the colored branch of the congress will hold its next national meeting in Dallas, Texas, October 15-18, 1916, we earnestly request as much coöperation, sympathy and publicity as possible, because this great work should be far reaching and there should be a delegate from each state.

We are now publishing the *Mother's Messenger* which gives necessary information pertaining to our department—subscription price, sixty cents per year. We would like to have a wide circulation of the magazine, as the information will aid the growth of work.

Texas is proud of the good white women who are helping us spread our work.

Mrs. J. N. Porter has been untiring in her efforts and has given us information, literature and helpful advice. We will always feel grateful to this strong Christian woman.

Mrs. Ford, the editor of the *Texas Motherhood Magazine*, is helping us in many ways, for which we are very thankful.

Now we, the children of slaves, are struggling amid untold difficulties for education,

moral status and home comforts, therefore we request the sympathetic coöperation between the main forces bearing on child life, and we will give to the world more men and women prepared for life's service.

The most of our girls and women must work in your homes to earn a support. The times are demanding prepared help. Good, well-trained, Christian colored girls in your homes can help in many ways aside from the regular work. We see the necessity of reaching the mothers before it is too late.

We will have more economical, truthful, thrifty, honest Christian people when the aims and purposes of this great movement reach the masses. Thanking you for all that you have done to help us, and desiring further assistance, we remain for service to humanity,

JOSIE B. HALL, *President*,

MRS. V. H. WORDLOW,

Corresponding Secretary.

2612 Juliet St.,
Dallas, Texas.

Child-Welfare Day Contributions

West Hill Parent-Teacher Association, Ithaca, N. Y.....	\$ 2.50	Columbian School Parent-Teacher Association, Independence, Mo...	2.00
Mothers Club, Fort Plain, New York	5.00	General Association of Parent-Teacher Associations, Knoxville, Tenn.....	26.00
Parent-Teacher Association of Kingsboro Ave., Gloversville, N. Y.....	2.00	Parent-Teacher Associations of Nashville, Tenn.....	16.00
Mothers Club of School 8, Rochester, N. Y.....	3.00	Parent-Teacher Association, Cherry Valley, Mass.....	2.50
Mrs. H. O. Holland, Buffalo, New York.....	1.00	Parent-Teacher Association, Gloucester, Mass.....	4.36
Parent-Teacher Associations of Gloversville, New York.....	7.50	Wood School Parent-Teacher Association, Bradford, Mass.....	10.00
Claremont Parent-Teacher Association, Coalinga, Calif.....	5.00	Cogswell School Parent-Teacher Association, Bradford, Mass.....	10.00
Laguna Honda School Parent-Teacher Association, San Francisco, Calif.....	5.00	Chatham Street Parent-Teacher Association, Lynn, Mass.....	2.00
Peninsula Avenue School Parent-Teacher Association, San Mateo, Calif.....	5.00	Myrtle Street Parent-Teacher Association, Lynn, Mass.....	2.00
Pasadena Federation of Parent-Teacher Associations, Pasadena, Calif.....	5.00	White Street Mothers Club, Springfield, Mass.....	5.00
Live Oak Parent-Teacher Association, Santa Cruz, Calif.....	2.00	Outlook Committee, Point Pleasant, New Jersey.....	1.00
Mothers Club, Langtry, Texas....	1.00	Vermont Congress of Mothers and Parent-Teacher Associations....	5.00
Methodist Church, Kaufman, Texas	1.00		
			\$5,165.88